- 57% said they had improved their leadership skills
- 74% reported progress in improving their ability to get along with others
- 70% reported progress in achieving greater independence and becoming more self reliant

The above data speak eloquently about the role and mission of DSPS. It shows that disabled students identify and attain diverse goals, not unlike those of their non-disabled peers. The fact that two-thirds of the respondents who had identified a goal reported progress toward it, is a strong indicator of quality programs and services for students with disabilities.

Satisfaction/Effectiveness Rating

Qualitative information on the perceived effectiveness of programs and services was gathered from disabled students through surveys and interviews. This data is reported in two sections: information gathered from the 52 colleges evaluated and information collected in a separate study by the Chancellor's Office of the colleges for whom aggregated data was not available from the Program Evaluation Project process.

- *Student Ratings*

  (i) PEP Student Satisfaction Data

  Scantron surveys were developed to gather specific information from various groups of disabled students. They were reviewed in conjuction with interviews of disabled students during the site visits and incorporated into the evaluation report.

  (ii) Chancellor's Office Study Data

  This study involved surveying a sample of disabled students from colleges not scheduled to be evaluated from 1985-87. These students were enrolled and received services from DSPS in 1985-86. The survey gathered qualitative data on service quality, availability, campus access, staff attitude, and referral to community resources.

  (iii) Summary of Findings

  Because response patterns were similar, data by disability group is combined for purposes of this report.

Overall, disabled students gave very positive feedback about three areas: disabled student services staff, special classes, and support services. In regard to DSPS staff, they often cited supportiveness, professionalism, and the willingness to go far beyond the minimum required to serve disabled students. Special classes were highly rated in terms of the quality of instruction, the individualized instruction, and the relevancy of the curriculum. Support services were positively rated for their efficiency and timeliness of delivery although as indicated below various groups of disabled students did cite the need for additional services.

(iv) Examples of comments include:

"DSPS makes it possible for me to return to school and have assistance available to me, leaving me with a feeling of -- it's really possible, I can do it. Thank you."

"Their (DSPS) willingness to help disabled students feel independent and their sincere concern for the needs of the individual has been of great encouragement."

"The service needs interpreters so badly . . . interpreters need to be paid better . . . so that more interpreters will be interested to work and more deaf and hearing impaired students will attend."

(v) Ratings by Disability

The following data reports ratings of selected items from the various surveys for students with specific disabilities.

Physically Disabled (PD) Students

Physically disabled students were asked a series of questions about services, campus accessibility, referral to community resources, and special class instruction, if appropriate. The largest percentage (90 +) of PD students rated peer counseling and registration assistance highly (4 or 5 on a scale of 1 Poor to 5 Excellent). Academic counseling, personal counseling and other help and advice (all from DSPS staff/counselors) were rated highly by 88% of PD students. Adaptive P.E. classes also received highly positive ratings from 88% of respondents. Campus accessibility was rated highly by only 77% of the PD students. Interview data, observation, and a significant number of specific student comments from the Chancellor's Office study indicate that considerable work is still needed by many campuses in this area. Additional areas where improvements may be indicated and where 75% or less of the PD students responding rated the items as 4 or 5 include: independent living skills classes (72%), special transportation (75%), referral to services

in the community (71%), the availability of aides in the classroom to help with tasks when needed (60%), job placement assistance (63%), and the availability of tables, desks, and/or lab stations that are accessible (48%).

Deaf and Hearing Impaired Students

Overall, deaf and hearing impaired students gave high ratings on the surveys to services provided by DSPS. The availability of the DSPS office for assistance, special class instruction, registration assistance, and the availability of counseling were rated positively by 90% or better of respondents. Areas where improvement was indicated, ratings of 75% or less, include: notetaker services, availability of interpreters, help in finding a job, and financial aid assistance. The relatively low rating of notetaker services (70%) was collaborated in the survey conducted by the Chancellor's Office. Further, this study indicated differences in willingness to refer a disabled friend to DSPS by deaf students based on whether they were currently enrolled or not; enrolled students were more willing to refer a friend than non-enrolled students. Interview data, especially of DSPS staff, suggests gaps in services to deaf students which require further study. Therefore, the PEP is planning further intensive study into the needs of this disabled student population with supplementary evaluation techniques.

Learning Disabled Students

Learning disabled (LD) students were asked a series of questions about assessment, services, mainstream and special class instruction. Again, overall ratings were positive. Rated most positively (97%) were satisfaction with services from the LD Center/Class, increased confidence as a student (94%), better completion of assignments (95%), and willingness to refer an LD friend to the program (93%). Less than 50% of LD students responding indicated they had been referred to on- and off-campus resources. The provision of job/career counseling and availability of textbook recording received ratings of 60% and 63% respectively. Notetaker services, which were rated relatively low by deaf students, were rated well by LD students. Although interviews and comments revealed the request for additional services by selected students, overall ratings were positive.

Speech and Language Disabled Students

Overall ratings were highly positive for this population. Students indicated that testing was available to determine speech/language difficulties (98%), that they could express themselves better after help from the speech/language specialist (96%), and that they would willingly refer a friend to the specialist (97%). The lowest ratings (77%) were

given for referral to campus resources such as financial aid and vocational counseling.

Developmentally Delayed Learner Students

Developmentally Delayed Learner students were read a number of survey questions about the effect of instruction on their lives and the quality of the instruction. On both the Chancellor's Office survey and the evaluation surveys and interviews, DDL students gave positive ratings to such questions as, "Does your teacher treat you like an adult?" (96%); "Can you do more things for yourself now?" (99%); and "When you are out of class, do you have a chance to do things that you have learned in class?" (91%)

- *Non-DSPS Faculty and Staff Ratings*

Both DSPS and mainstream faculty and staff were asked to complete surveys and participate in interviews about their perceptions and involvement with DSPS. The survey indicated overall similarity in response pattern between DSPS and regular staff, with the exception of several items. Staff generally agreed that the following areas were positive on the campus: DSPS staff response to disabled students' needs, integration into regular classes, assistance of students toward appropriate goals by DSPS staff, and the promotion of student independence and responsibility. Regular and DSPS staff indicated that they felt the colleges' commitment to physical access as evidenced by a barrier-free environment was fair to good, 77% and 82%, the higher rating coming from regular staff. Both regular and DSPS staff ratings, of the numbers of DSPS personnel relative to need were low, 55% and 54%, respectively. Ratings of the adequacy of space/facilities for DSPS were also low, 54% and 44% by DSPS staff , and 55% and 53% by other staff.

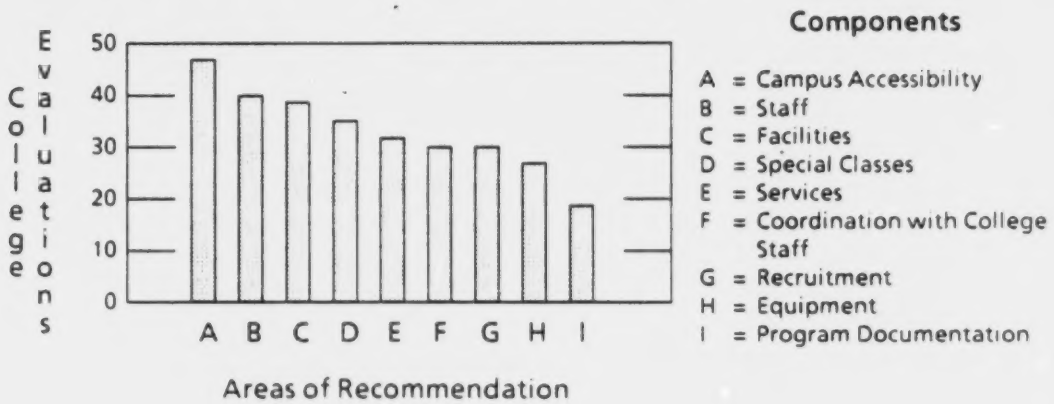
Publicity about programs, services, and classes in the community for disabled persons also received less-than-favorable ratings, 59% DSPS and 64% other staff. On-campus information was rated good or excellent by less than 80% of respondents in either group. Interviews with regular staff, conducted during the site visits, revealed a large variance of familiarity with and attitude toward disabled students. A typical comment of an instructor familiar with DSPS was, "Excellent service; the Specialists are dedicated, staff is well educated and provides a caring atmosphere." Numerous instructors requested additional information about DSPS especially about adapted teaching techniques, legal issues, and follow-up about individual students.

Evaluation of Recommendations

Recommendations from the evaluation reports of 47* colleges were analyzed by program area. These areas are outlined below, along with a brief description of the recommended actions. Where recommendations have been made for more than one college, the total number of colleges for whom that recommendation was made is indicated in parentheses immediately following the statement. Illustration 3 indicates the frequency of recommendations by program component.

Illustration 3

Frequency of DSPS Evaluation Recommendations by Program Area



A. Campus Accessibility

The need for improving campus accessibility received the highest number of recommendations; 47 evaluations addressed the need to improve campus access. While the degree of this need showed great variability, as seen in the types of recommendations made, a significant number of the recommendations referred to major modifications including the need for ten elevators to allow for access to second floors, at 10 individual colleges.

The summary of the recommendations listed below illustrates that continued focus, including additional funding, is required if colleges are to have an accessible environment for students with disabilities.

- Raised tables in lab and lecture classes and cafeteria (16)

* Although survey data was available for all 52 colleges, final evaluation reports containing evaluation recommendations by program area were available for 47 colleges at the time this report was being prepared.

- Increase amount of handicapped parking (13)
- Monitor elevator use/lower buttons for access to disabled students (12)
- Lightweight doors to replace heavy ones (12)
- Install electric doors in high-use buildings (11)
- Elevators for second floor access (10)
- Develop or complete Section 504 Transition Plan (9)
- Braille signs around campus (8)
- Non-skid ramps (7)
- Provide campus accessibility maps (7)
- Lever handles on doors (5)
- Lower drinking fountains (5)
- Move handicapped lot to safer location (3)
- Pool lift (2)
- Lower door thresholds (2)
- Repair former barrier removal projects that have deteriorated (2)

B. Staff

Forty evaluations reported the need for either additional or improved staffing. The ability to maintain an adequate level of staffing to meet the needs of the increased disabled student enrollment over the years was often cited as a problem. Colleges have been faced with increased numbers of disabled students at the same time that staff sizes were cut or frozen. The need for increased staff with adequate, specialized training to work with the diverse disabled student populations including the learning disabled, deaf, and developmentally delayed learners was cited in the recommendations.

- Hire a full-time counselor (7)
- Provide tutoring by those who are fluent in American Sign Language (6)

- Pay student aides to ensure quality and continuity of service (6)
- Increase salaries of interpreters (5)
- Hire a full-time speech therapist (4)
- Hire a full-time learning disability specialist (4)
- Hire additional interpreters (4)
- Hire a full-time coordinator for interpreters (3)
- Do not allow classified staff to perform certificated functions (3)
- Colleges should assign instructors only to areas for which they have been specifically trained (2)
- Provisions should be made for staff revitalization to counteract burnout (2)
- Hire twelve month program director (2)
- Hire a full-time mobility instructor (1)
- Train classified staff to work with developmentally delayed learner students (1)
- Need additional staff to reduce workload burn-out and eliminate student waiting lists for services
- Replace hourly staff for program stability.

C. *Facilities*

Thirty-nine evaluation reports addressed the need to improve facilities; specifically DSPS offices and classrooms for special classes. DSPS offices were often observed to be too small to accommodate the increased numbers of students over the years. In addition, offices often lacked private areas for counseling and/or assessment. Space for special classes, especially adaptive physical education classes was scarce and often inadequate. Programs sometimes had to sacrifice growth of programs due to lack of suitable space or establish programs in substandard facilities. It was clear that the initial space given to DSPS when it was established often was unable to keep up with the growth of the program over the years.

The college needs to:

- provide larger facilities, offices and work areas to house DSPS program (20)
- provide a private area for DSPS assessment and counseling (13)
- provide larger, quieter classroom facilities (12)
- modify space in classrooms to improve access for mobility impaired students (6)
- improve poor physical conditions, i.e., lack of heat and ventilation, chipping paint, poor lighting, and dirt (5)
- increase space for adaptive Physical Education Program (A.P.E.) (4)
- provide room to store A.P.E. equipment (3)
- provide a facility for special classes to avoid room sharing with other disciplines (2)
- move A.P.E. to an accessible location (2)
- provide a centralized location to house all disabled programs

D. Special Classes

Improvement of special class instruction was recommended in 35 program evaluations. As with staff and facilities, special class instruction has not been able to keep pace with the increase in the number of disabled students. As programs have grown and new instructional techniques have become available for working with disabled students, colleges have sought to increase special classes but may have been unable to do so for a number of factors. The recommendations in this area reflect the need for colleges to increase their offerings to disabled students.

- Increase the variety of special classes offered (10)
- Increase the number and upgrade the quality of the Adaptive Physical Education classes (8)
- Increase the number of special classes for deaf/hearing impaired students (5)

- Increase the number of special classes for learning disabled students (5)
- Provide services through a class format in order to collect average daily attendance A.D.A.(4)
- Remove the limitation on course repetitions for developmentally delayed learner students (2)

E. Coordination with College Staff

Thirty colleges addressed the need for improvements, particularly in providing in-service awareness/understanding for mainstream faculty and staff. Faculty and staff requested information about legal requirements and adapted instructional techniques as well as follow up information about the disabled students.

DSPS staff should:

- Provide in-service to mainstream staff to increase their understanding of the program (16)
- Work closely with campus/district administration to encourage support for the program (6)
- Encourage Campus administration to:
  - communicate with DSPS on budgetary matters (3)
  - meet with campus student services and counseling staff (2)
- meet with off-campus groups (2)
- Serve on campus committees (2)
- Conduct in-service meetings within the program to improve communication among DSPS staff.

F. Outreach and Recruitment

Thirty evaluations of DSPS programs called for improvements in recruitment practices. Some programs showed considerable underrepresentation of certain groups of disabled students and so outreach was recommended. The accomplishment of effective outreach was often reported by DSPS staff to be

complicated by lack of staff to carry out the activity and lack of funds for services for additional students. DSPS staff need to:

- accelerate promotional campaign on campus to make students more aware of services available (18)
- promote the program off-campus (6)
- develop a recruitment/referral plan (4)
- increase efforts to recruit hearing impaired students (3)
- Increase efforts to recruit learning disabled students (2)

G. *Equipment*

Twenty-seven college evaluations addressed equipment needs. In numerous instances, colleges have been unable to maintain and/or acquire basic equipment needed for disabled students per the requirements of Section 504 of the 1973 Rehabilitation Act. For example, eight evaluations noted the need for updated or additional Teletypewriting Devices for the Deaf (TDDs). As college DSPS programs have been impacted by lack of funding increases, the repair and purchase of adaptive equipment has simply not been possible.

- Faulty equipment needs to be repaired or replaced (20)
- Updated/additional Teletypewriting Device for the Deaf (8)
- Purchase of additional updated Adaptive Physical Education equipment (4)
- Computers and software for data management and computer assisted instruction (4)
- More tape recorders (3)
- Adaptive devices for visually impaired students
- Updated diagnostic instruments
- Additional equipment for all program areas
- Staff should be in-serviced regarding state-of-the-art equipment available.

H. Program Documentation

Nineteen evaluations reported the colleges need for improved program documentation. Additional in-service and technical assistance may be needed for colleges to meet these requirements. DSPS staff need to:

- increase follow-up and monitoring of student progress (3)
- develop an Individualized Educational Plan (I.E.P.) for students in adaptive physical education classes (3)
- collect and maintain medical verification of disability for students enrolled in adaptive physical education classes (3)
- include disabled students in the development of their I.E.P. (2)
- develop a formalized I.E.P. to be prepared by a certificated staff member (1)
- clarify their student identification process

Summary of Fiscal Impact Data

A survey was conducted in spring 1987 of the 52 colleges evaluated from 1983-87 to determine the fiscal factors that had affected the DSPS programs at the colleges. These factors had clear implications for the health of the programs and affected the ability of the colleges to implement the recommendations made in the evaluation reports. The results indicated a severe negative impact on 46 DSPS programs studied, due in large part to a fiscal crisis created by the annual rise in personnel and other program costs which were not accompanied by any increase in DSPS funds. Table 9 illustrates this pattern over the last years. Six colleges reported that, to date, their college had absorbed the rising costs at a level to maintain the integrity of the DSPS program. Of these, three expected major cuts in the 1987-88 fiscal year. Due to the fiscal crisis, DSPS programs had to reduce staff, discontinue or reduce services, establish waiting lists, cease recruitment activities, and leave essential equipment in a state of disrepair. Clearly, the ability of programs to meet federal and state mandates for services to disabled students was in jeopardy for these colleges.

The cost increases to DSPS programs were accounted for by several factors which are outlined below.

Table 9

COLA for Apportionment and DSPS

Year	Price Deflator Inflation %	Apportionment COLA %	DSPS COLA %
1987-88	3.4	3.4	3.4
1986-87	5.8	5.8	1.0
1985-86	6.0	7.0	4.0
1984-85	6.5	10.0*	3.0
1983-84	6.2	0.0	0.0
1982-83	6.7	0.0	0.0
1981-82	7.8	5.0	0.0
1980-81	9.5	8.9	9.0
Total	51.9	40.1	20.4

* Approximately 6% of this was catch-up COLA for 1983-84.

- Salary increases

All 52 colleges reported that their personnel costs had risen over the last three years due to the need to meet COLAs granted through local collective bargaining agreements. At the same time, no increase in state DSPS funds was forthcoming. For example, one college reported a 14% salary increase in one year. As indicated above, these increased costs resulted in severe adverse impacts for 46 colleges, while 6 colleges received temporary "bailout" from the general college budget. Three of the colleges receiving the "bailout" were notified it would not be available next year.

In addition, although salaries and their mandated increases accounted for the largest portion of the DSPS budget, 35 colleges reported increased operational costs due to other factors:

- Increase in Disabled Student Enrollment

The most significant among these other factors impacting programs was an increase in disabled student enrollment at 31 colleges. This increase included students who have significant service needs or "high cost" students such as deaf and acquired brain injured students. The pattern of this increase, by disability group is shown in Table 10.

Table 10

Notation of Enrollment Increase by Disability Group

Disability	N =
All Disabilities	5
Deaf/Hearing Impaired	13
Learning Disabled	7
Acquired Brain Injury	4
Visually Impaired	2

- Equipment

  Ten (10) colleges reported increased expenses in this category. Increases are due to the age of program equipment which now requires constant maintenance. Funding, over the last three years has not been available for the purchase of new equipment. Over the last three years, 29 colleges responding had utilized equipment funds to make up the deficit created by rising inflation. As a result, they had little or no funds for equipment repair or replacement. In addition, 13 reported reducing their supply budgets. The most immediate impact this had on services was in the areas of transportation and equipment loan and repair.

- Learning Disabilities Standards

  Ten colleges surveyed reported implementation of the new learning disability standards had strained their financial resources. Expenses incurred here are for the hiring of certificated personnel and the purchase of appropriate assessment materials.

Effects on DSPS Programs

The 52 DSPS programs surveyed were required to cut program expenses in various ways. These cuts are described in Table 11.

- Staffing

  Colleges reported a significant reduction in DSPS staff due to budget cuts. For example, in the certificated category, 36 colleges reported a reduction in staff positions. A total of 14.5 contract positions were identified as eliminated. The category suffering the largest toll was counseling where there was a loss of 5 full-time and 6 part-time positions. Full-time staffing reductions are indicated in Table 12.

Table 11

DSPS Program Areas Impacted by Budget Reductions

Area	Number of Colleges
Staffing	36
Equipment	29
Services	29
Special Classes	18
Recruitment	7
Travel	4

Table 12

Reductions in DSPS Contract Certificated Staff

Category	Number
Counseling	5
Speech	2.5
Learning Disabilities	1
Developmentally Delayed Learner	1
Deaf/Hearing Impaired	1
Other	4
Total	14.5

These positions were either filled with an hourly employee or duties were reassigned to existing staff. Several colleges addressed the "burnout" effects such load reassignments have had on DSP&S staff. This "burnout" factor was also observed and noted in evaluation reports of the individual colleges.

In the classified category, 2.5 contract positions were eliminated. While this figure may appear small, it is important to point out that the majority of DSPS staff in this category are hourly support staff providing auxiliary aid services required by Section 504 of the 1973 Rehabilitation Act e.g., Tutors, Readers, Aides, Notetakers and Interpreters. In the hourly classified category, 22 colleges reported steadily replacing these paid staff with volunteers. While this may ease the budget burden, the damaging effects on program quality was frequently cited in the colleges' Program Evaluation Reports where DSPS students complained that volunteers lacked appropriate skills and were very unreliable, as reflected by their high absenteeism rates.

- Services

A total of 34 colleges reported a reduction or elimination of services to students. These decreases are directly tied to cutbacks in the staffing and equipment categories. Table 13 reflects the types of services and the number of colleges reporting a reduction and/or elimination.

Table 13

Reductions in Service to Disabled Students: 1984-87

Service	Reduced	Eliminated
General (notetaking, tutoring, aides, readers, etc).	20	
Counseling	13	
Speech therapy	3	1

In addition, three colleges reported their total number of student enrollments had declined as a result of their reduction in services and establishment of waiting lists.

- Special Classes

Special classes have been impacted on 21 of the campuses. Fifteen reported raising their student teacher ratio in special classes in an effort to meet the demand for services. In addition, 10 colleges reported the establishment of waiting lists for students wishing to enroll in these classes.

- Recruitment

The lack of sufficient funding to serve currently enrolled students resulted in the termination of all recruitment activities by 7 of the colleges. Colleges reported they cannot afford the expenditure of time and money to conduct these activities, nor can they afford to serve any additional students.

- Travel

While this has been a very small segment of the DSPS budget, 4 of the colleges reported total elimination of this part of their budget. As a result, their participation in professional meetings and workshops is limited, which makes it difficult for DSPS staff to keep updated on current program policies, regulatory changes and educational practices in their field.

- Other

  Some colleges reported increased expenses because the department of rehabilitation reduced support of its clients who are community college students.

Additional Revenues

Colleges were asked to identify what other sources of revenue they sought to compensate for the funding shortage. Thirty-five colleges answered this question. Their responses are listed below in descending order of frequency.

# of colleges	Sources of Additional Revenues
14	Outside fund raising (approached community service clubs, and conducted fund raising events).
13	Vocational Education Act funds
12	Applied for projects and special grants
10	College general fund absorbed costs
5	Increased ADA in special classes
4	Reorganized staffing of DSPS
3	Department of Rehabilitation support
3	Reduced services
2	Use of inter-agency agreements

DSPS managers identified the following obstacles in their search for additional revenues:

- Lack of time to conduct fundraising activities (4)
- Lack of funds to try for matching grants (2)
- College will not allow the use of VEA - Handicapped funds (1).

5. POLICY IMPLICATIONS

The aggregate of information from the 52 DSPS programs evaluated indicates directions for policy initiatives systemwide. These include:

- Renewed full attention to the state of campus accessibility, including the identification by campuses of remaining architectural barriers and costs for their removal. It is recommended that the status of implementation of campus access be reported annually to the Board as well as periodic reporting to other control agencies as required by Assembly Bill 746, which was recently signed into law by Governor Deukmejian.

- Additional funding must be provided for DSPS program staff, services and equipment so that colleges can meet the requirements of Section 504 of the 1973 Rehabilitation Act and Assembly Bill 803. Without these additional funds, colleges will clearly be out of compliance with state and federal law.

- The facilities for DSPS programs must be evaluated and improved, where DSPS facilities are found unequal to other facilities on campus. The Board should encourage colleges to meet this need.

- Increased representation of disabled persons in community college employment should be actively pursued by the colleges and encouraged by the Board.

6. ADDITIONAL EVALUATION ACTIVITIES

In addition to ongoing PEP activities, the Chancellor's Office is working on additional evaluation activities related to DSPS. These include student outcome studies which show what happens to disabled students after they leave the community colleges. The first of these reports, a study of disabled students who completed an AA degree or Certificate from 1983-86, is available from the Chancellor's Office, DSPS Unit. A second report, an exit study of DSPS students who left college for any reason including graduation between 1981 and 1986, will be available shortly.

Additional evaluation activities also include a DSPS evaluation process unique to off campus programs for students with disabilities, and an intensive evaluation/needs assessment of the status of programs and services for Deaf/Hearing Impaired students. The latter two initiatives have arisen from the experience of the Program Evaluation Project to date.

7. SUMMARY

Over the past 11 years, the number of students with disabilities in the California Community Colleges, has grown substantially. Programs and services have expanded, from an emphasis on access for physically disabled students to a wide array of services and instruction for students with a variety of disabilities including the emerging populations of learning disabled and acquired brain injured students. Disabled Students Programs and Services (DSPS), responding to both a legislative mandate and an educational imperative, has played a central role in providing access to academic instruction, vocational preparation, and training for increased independent living for disabled students.

In 1983, the Chancellor's Office, responding to the requirements of the Title 5 regulations, the 1982 Legislative Budget Language, and requests for quantitative and qualitative data to be used in program planning, initiated the DSPS Program Evaluation Project (PEP). The information contained in this report is the result of one of the most comprehensive assessment of DSPS, since its beginning in 1976. This data was obtained primarily from the 52 DSPS programs evaluated since the inception of the PEP Project. It has been augmented by data obtained in separate Chancellor's Office surveys of current and former disabled students.

The evaluation results reported here attempt to provide detailed information on a sample of disabled students in the community colleges; their numbers, demographic characteristics, goal attainment and satisfaction with services. Data has also been presented on staff and faculty who work with these students, on the institutions attended by them and on the programs and services designed to assist them.

The results of these studies tell us that while we have much to be proud of, our record of achievement has been uneven and continuing problems with inadequate funding threaten to erode hard won gains.

This information will be used to establish future policy directions. It will also outline additional study into the levels and quality of services for all disabled students with emphasis on deaf and hearing impaired students, outreach to underserved disabled students, the continuing need to improve campus accessibility and facilities, the effects of delayed maintenance and replacement of essential equipment and other fiscal impacts on programs.

This report also represents the beginning of a data base upon which future investigations can be built; a research base that will be used to promote further development of DSPS programs and public policy that responds to the emerging educational needs of disabled adults in California.

The challenge to provide sound documentation of the results of our efforts on behalf of disabled students is as important as any that DSPS will face in the 1990's and beyond. PEP and this report represent our seminal step in addressing that challenge.

Appendix A

1983 Program Evaluation Advisory Committee

Steve Barnes
San Diego State University

Ralph Black
California Postsecondary
Education Commission

Chris Bransford
Regional Facilitator

James Burry
UCLA, Center on Evaluation

Emmett Casey
San Diego Community Colleges
CAPED President

Don Duren
California State University System

Steve Fasteau
El Camino College

Lynn Frady
HSPS Regional Facilitator

Hal Geiogue
Legislative Analyst's Office

Bob Howard
California Community Colleges

Tom Humphries
San Diego Educational Cultural Complex

Catherine Johns
San Diego Community Colleges

Martha Kanter
Monterey Peninsula College

Fred Klass
Department of Finance

Anne Maitland
Department of Finance

Melinda Melendes
Assembly Ways and Means

Richard Moore
South County CCD

Laura Moyles
DSPS Regional Facilitator

Rosalie Passovoy
University of California System

Ed Pearson
Department of Rehabilitation

Beatrice Rebolledo
Assembly Education

Victoria Richart
Los Angeles CCD

Dave Sanfilippo
California State University
Long Beach

Steve Sellitti
DeAnza College

Dale Shimasaki
Assembly Ways and Means

Appendix B
Programs by College

College	PD	APE	LD	ABI	DDL	SP	DHI
Alameda	X	X	X		X		X
Allan Hancock	X	X	X		X		
Antelope Valley	X	X	X				X
Bakersfield	X		X			X	X
Butte	X	X	X		X		X
Chabot	X	X	X			X	X
Chaffey	X		X	X			
Citrus	X	X	X			X	X
Coastline	X			X	X		
College of the Desert	X	X	X		X		
Compton	X	X	X			X	
Cypress	X		X				X
DeAnza	X	X	X		X		X
Diablo Valley	X	X	X				X
East Los Angeles	X		X				X
El Camino	X	X	X				X
Evergreen	X	X	X			X	
Foothill	X	X	X		X		
Fresno City	X	X	X			X	X
Fullerton	X		X				
Gavilan	X	X	X		X		
Glendale	X	X	X		X	X	
Golden West	X	X					X
Kings River	X		X				X
Laney	X		X				X
Long Beach	X	X			X	X	
Los Angeles Southwest	X		X				
Los Angeles Trade-Tech.	X						X
Los Angeles Valley	X	X	X				X
Los Medanos	X		X				
College of Marin	X	X	X				
Merced	X	X	X		X		X
Mira Costa	X	X	X		X		
Modesto	X	X	X				X
Monterey	X		X			X	X
Moorpark	X	X	X			X	X
Mt. San Antonio	X		X			X	X
Mt. San Jacinto	X	X	X				X
Oxnard	X		X		X		X
Palomar	X	X	X		X		X
Pasadena	X	X	X			X	X
Sacramento City	X	X					
Saddleback	X	X	X				X
San Diego City	X	X	X			X	X
San Diego Mesa	X	X	X	X		X	X
San Diego Miramar	X						
San Francisco Comm. College Ctrs.	X		X	X	X	X	X
City College of San Francisco	X		X				
College of the Siskiyous	X	X	X				
Victor Valley	X		X				
West Hills	X		X			X	X
West Valley	X	X	X			X	

PD = Physical Disabilities
APE = Adapted Physical Education
LD = Learning Disabilities
ABI = Acquired Brain Injury
DDL = Developmentally Delayed Learner
SP = Speech
DHI = Deaf/Hearing Impaired

Appendix C

Report of the California State University

THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD • CHICO • DOMINGUEZ HILLS • FRESNO • FULLERTON • HAYWARD • HUMBOLDT • LONG BEACH
LOS ANGELES • NORTHRIDGE • POMONA
SACRAMENTO • SAN BERNARDINO • SAN DIEGO • SAN FRANCISCO • SAN JOSE • SAN LUIS OBISPO
SAN MARCOS • SONOMA • STANISLAUS

OFFICE OF THE CHANCELLOR
TELEPHONE: 213-590-5501

TELEFAX:

January 26, 1990

The Honorable George Deukmejian
Governor
State of California
State Capitol
Sacramento, California 95814

Dear Governor Deukmejian:

Assembly Bill 746 (Chapter 829, Statutes of 1987) includes the following language:

> 67312. (a) The Board of Governors of the California Community Colleges and the Trustees of the California State University shall, for their respective systems, and the Regents of the University of California may do the following:
>
> (1) Work with the California Postsecondary Education Commission and the Department of Finance to develop formulas or procedures for allocating funds authorized under this chapter.
>
> (2) Adopt rules and regulations necessary to the operation of programs funded pursuant to this chapter.
>
> (3) Maintain the present intersegmental effort to work with the California Postsecondary Education Commission and other interested parties, to coordinate the planning and development of programs for students with disabilities, including, but not limited to, the establishment of common definitions for students with disabilities and uniform formats for reports required under this chapter.
>
> (4) Develop and implement, in consultation with students and staff, a system for evaluating state-funded programs and services for disabled students on each campus at least every five years. At a minimum, these systems shall provide for the gathering of outcome data, staff and student perceptions of program effectiveness, and data on the implementation of the program and physical accessibility requirements of Section 794 of Title 29 of the Federal Rehabilitation Act of 1973.

(b) Commencing in January 1990, and every two years thereafter, the Board of Governors of the California Community Colleges and the Trustees of the California State University shall, for their respective systems, and the Regents of the University of California may, submit a report to the Governor, the education policy committees of the Legislature, and the California Postsecondary Education Commission on the evaluations developed pursuant to subdivision (a). These biennial reports shall also include a review on a campus-by-campus basis of the enrollment, retention, transition, and graduation rates of disabled students.

I believe the enclosed report is responsive to the request of the bill. If you have any questions regarding this material, please contact Dr. Charles W. Lindahl, Assistant Vice Chancellor, Academic Affairs, Educational Support under whose direction the report was prepared.

Sincerely,

W Ann Reynolds

W. Ann Reynolds
Chancellor

WAR:sm

Enclosures

cc: The Honorable Teresa Hughes, Chairman
Assembly Education Committee (2)
The Honorable Gary Hart, Chairman
Senate Education Committee (2)
Dr. Kenneth O'Brien, Director
The California Postsecondary Education Commission
Ms. Elizabeth G. Hill, Legislative Analyst
Office of Legislative Analyst
Mr. Jesse R. Huff, Director
Department of Finance
Vice Chancellor Kerschner
Director Warner
Assistant Vice Chancellor Lindahl

RESPONSE TO ASSEMBLY BILL 746
Chapter 829, Statutes of 1987

Services to Students with Disabilities

January 1990

In spring, 1989, representatives from California Postsecondary Education Commission, the University of California, the California Community College system, and the California State University met to discuss the reports mandated by this law. Based on our deliberations with staff from Assemblyman Hayden's office, it was agreed to modify certain deadlines included in the bill to allow the segments sufficient time to develop the appropriate instruments and mechanisms to gather the required data.

Below are revisions which were agreed on pertaining to Education Code Section 67312, as amended by AB 746:

1. The first biennial report, due in January, 1990 to the Governor, education policy committees, and the Postsecondary Education Commission from the three segments of public postsecondary education, will contain the following sections:

   a) An update of their work with the California Postsecondary Education Commission and Department of Finance on the development of formulas and procedures for allocating funds for disabled students services [Section 67312.(a)(1) and (b)];

   b) A summary of the adoption of rules and regulations necessary to operate the programs for disabled students funded pursuant to this chapter [Section 67312.(a)(2) and (b)];

   c) A brief statement on the maintenance of intersegmental efforts to coordinate the planning and development of programs for students with disabilities [Section 67312.(a)(3) and (b)];

   d) A workplan and outline of the five-year comprehensive evaluations of state-funded programs and service for disabled students [Section 67312.(a)(4)].

2. The biennial reports are to include a review on a campus-by-campus basis of the enrollment, retention, transition, and graduation rates. Due to the complexity of developing appropriate and compatible information assimilation and assessment mechanisms, this report component will be first contained in the biennial report due in January, 1992 [Section 67312.(b)].

3. The initial evaluation reports (due every five years) will be submitted in January, 1993 and will contain the following information:

   A report on the development and implementation of a system for evaluating state-funded programs and services for disabled students on each campus. These evaluations (developed in consultation with students and staff) will provide data on outcomes measures (to be developed), staff and student perceptions of program effectiveness, and data on the implementation of the program and physical accessibility requirements of Section 794 of Title 29 of the Federal Rehabilitation Act of 1973 [Section 67312.(a)(4)].

I. Development of Formulas and Allocation Procedures

The California State University submitted a budget change proposal for fiscal year 1989/90 totalling $967,000 to implement formulas developed pursuant to AB 746. The CSU received partial funding of the request ($489,000) with instructions from the Department of Finance to provide further information to justify full funding. Staff from the Chancellor's Office have worked closely with the CSU Department of Finance analyst and informed CPEC staff to define and gather the precise information needed to justify further funding of this program. All information requested by the Department of Finance analyst was provided by October, 1989.

In response to our deliberations with the Department of Finance, the California State University submitted a budget change proposal for fiscal year 1990 in the amount of $723,000. Unfortunately, the 1990 Governor's Budget does not include any funding for the budget change proposal.

CSU is continuing to work with the Department of Finance to establish permanent funding formulas which will address the intent and level of services outlined in AB 746.

II. Policy Revision

In response to AB 746, CSU began an extensive review of its Policy for the Provision of Services to Students with Disabilities (SA 80-17(P)/BA 80-14). The consultation process in the development of a revised policy was comprehensive. The Disabled Student Systemwide Advisory Committee, consisting of administrators, representatives of the Academic Senate, Vice Presidents/Deans of Students, Disabled Student Services Program Directors, and students with disabilities, and all directors of the Disabled Student Services were provided the opportunity to review drafts of the proposed policy. In addition, the California Postsecondary Education Commission was consulted to determine appropriate dates in which required reports should be

submitted to ensure compliance with AB 746. Using the consultative process, the final policy was developed with Chancellor's Office staff and a sub-committee of directors of the Disabled Student Services program.

Upon completion of the review and consultation process, the CSU distributed the new Policy for the Provision of Services to Students With Disabilities [(AAES 89-07/BP 89-08) see Attachment (1)]. It includes several important changes to conform with AB 746:

1. Students with learning disabilities shall be provided diagnostic assessment, including both individual and group assessment, necessary to determine the functional or educational levels or to certify specific disabilities.

2. Disability-related counseling and advising may be offered.

3. Students with disabilities may receive specialized tutoring services related to their disability not available to all students through learning assistance programs.

4. Requests for State funding shall be based on relatively fixed costs for administrative and operational costs, variable costs for direct support services, and one-time costs for equipment and specialized supplies.

5. Several reports and program evaluation requirements (as specified in AB 746) are delineated in the policy.

The policy requires on-going review by both the Systemwide Advisory Committee on Services to Students with Disabilities and the Directors of the Disabled Student Services program. It also prescribes that substantive review occur every five years beginning in 1990.

III. Maintenance of Intersegmental Efforts

Through the formation of the AB 746 Task Force on Disabled Student Services, the California Postsecondary Education Commission created a most helpful vehicle for ensuring intersegmental cooperation in implementing AB 746. Since March of 1988, the committee, consisting of representatives from the University of California, California State University and the California Community College systems, has met several times to develop and ensure intersegmentally compatible guidelines, interpretation of law, and staff/student surveys.

The committee also established methods for surveying campuses to identify architectural barrier removal needs. A training session for all three segments was developed through a meeting

with the AB 746 Task Force and members from the California State Architect's office. Training sessions were held in November 1988 and provided information regarding physical and program accessibility requirements to assess campus barrier removal needs based on Title 24 of the State Architect Code.

CSU has been involved in a number of intersegmental efforts mandated in AB 746. These include, but are not limited to:

- the development of formulas or procedures for allocating funds authorized for disabled student services;
- coordination, planning and development of programs for students with disabilities, including common definitions for students with disabilities and uniform formats for reports;
- a system for evaluating State-funded programs and services for disabled students on each campus, at least every five years; and
- reports from each segment's systemwide office on the campus evaluations, as well as a campus by campus review of the enrollment, retention, transition, and graduation rates of disabled students.

The AB 746 Task Force has met to plan and develop comparable program evaluation instruments in order to provide consistent reporting information on programs and services.

CSU has been involved in several meetings with the California Community Colleges (CCC) in establishing comparable definitions and eligibility criteria for students with learning disabilities. One important result of these meetings has been the inclusion in CSU's Policy for the Provision of Services to Students with Disabilities of the following provision:

> "Any CSU student who has transferred and received services from a California community college or University of California campus as a disabled student will be eligible for disabled student services provided by the CSU."

CSU will continue to work with the California Community Colleges, the University of California, and the California Postsecondary Education Commission to ensure that the level and provision of services to students with disabilities is comparable between the three segments.

IV. Workplan - Comprehensive Evaluation

The comprehensive workplan requested in AB 746 includes two major areas of evaluation: perceptions of the program and physical accessibility. Each segment is required to develop and implement a system for evaluating state-funded programs and services for students with disabilities on each campus at least every five years. These systems are required to provide outcome data, staff, faculty and student perceptions of program effectiveness and data on physical accessibility requirements as mandated by State code. The systems' method and procedures for evaluating Disabled Student Services programs and services, as well as its efforts to remove architectural barriers, are described below.

A. Student, Staff and Enrollment Program Evaluation

AB 746 requests that CSU develop and implement a system for evaluating Disabled Student Services programs, services and activities. Specifically, the intent of this law is to gather information on program effectiveness, student and staff perceptions and rating of services, and data on the effectiveness in efforts to enhance the enrollment and retention of students with disabilities. Below is CSU's workplan for implementing evaluation from three areas: student evaluation, staff evaluation and outcome evaluation (data on enrollment, retention, transition, and graduation rates of disabled students).

1. Development of Student and Staff Evaluation Forms

CSU began its work on developing a process and method for evaluating student/staff satisfaction in Disabled Student Services programs in March 1989. Campuses were surveyed on methods utilized to meet current program evaluation needs. In addition, copies of survey instruments used to track student/staff satisfaction of this program were requested.

The CPEC AB 746 Task Force Committee is currently developing surveys to be used by the California Community Colleges, University of California and the California State University. Those surveys are in the draft stages and will be shared with the California Postsecondary Education Commission.

2. Enrollment Data Report

Representatives from the University of California, California State University, and California Community College system have discussed the definitions of retention, transition, and

graduation to ensure comparable information will be submitted biennially. In addition, CSU staff from Analytical Studies have been instrumental in defining data outcomes to ensure CSU compliance with the intent of AB 746.

3. Timelines

The timelines endorsed by the AB 746 Task Force committee for each postsecondary system are as follows:

Date	Item
January 1990	Submit draft of program evaluation instruments to campuses for review and comments.
March 1990	Finalize evaluation instruments.
June 1990	Finalize method of evaluation.
August 1990	Send program evaluation instruments to the campuses.
September 1990	Begin to survey staff satisfaction.
June 1991	Compile results of staff satisfaction survey.
September 1991	Begin to survey student satisfaction.
January 1992	Submit report on enrollment information to CPEC.
June 1992	Compile results of students satisfaction survey.
August 1992	Compile systemwide report on both student satisfaction and staff evaluations.
January 1993	Each system to submit comprehensive report on compilation of systemwide data on student and staff satisfaction data.

B. Physical Accessibility Evaluation

The CSU initiated a campus-by-campus evaluation of its architectural barrier removal needs in spring 1989. A request was sent to all campuses seeking a comprehensive list of accessibility projects. The Directors of Disabled Students Services were also surveyed to develop consistent criteria for establishing the most critical access projects for funding. As a result of these two surveys, a list of access projects systemwide was compiled and priorities for funding these projects were established.

In addition to surveying the campuses, the CSU developed standards and timelines for evaluating and ensuring physical accessibility. They are as follows:

- Established Title 24 of the California Administrative Code, the State Building Code, as the standard used by the campuses when surveying architectural barrier removal needs.
- Set aside 20-25% of Minor Capital Outlay funds for access projects in 1990/91. This program is intended to continue for at least three years.
- Initiated an annual review of the 1989 Barrier Removal Project list for updating and reassessment of campus needs.
- Established a systemwide ad hoc committee to review all procedures and criteria pertaining to barrier removal.
- Funded training for Facilities Planning and Disabled Student Services personnel on Title 24 Access Compliance.
- Established procedures for assuring physical access in new construction and renovation projects.

Plans are in place to continually review policies and regulations to ensure that the campuses maintain a high standard of providing physical accessibility to students with disabilities.

C. Method of Evaluation

Data will be collected from each campus regarding such topics as student satisfaction, student progress, and progress toward removing architectural barriers. In addition, trends in enrollment and retention rates obtained from institutional data sources will be analyzed by the Division of Analytic Studies.

Once collected, summarized, and analyzed, this information will be submitted to the Governor, appropriate state agencies and committees, in accordance with AB 746.

D. Program Action Plans

Results of the surveys and analysis of enrollment trends will be distributed and discussed by the CPEC AB 746 Task Force Committee, the CSU Disabled Student Systemwide Advisory Committee, and directors of the Disabled Student Services program. When appropriate, the results of the survey will also be disseminated to campus officials to better serve students with disabilities.

In summary, the CSU has responded to AB 746 requirements by submitting budget requests with appropriate formula changes to justify its funding; improving its services to students with disabilities through a revision of existing policies; actively participating in the AB 746 Task Force sponsored by CPEC to maintain intersegmental cooperation; and developing a comprehensive evaluation work plan with timelines to provide data that will assist in determining program effectiveness. These efforts reflect CSU's continued commitment to students with disabilities.

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275
(213) 590- 5992

Code: AAES 89- 07
BP 89- 08

Date: January 9, 1989

To: Presidents

From: Lee R. Kerschner
Vice Chancellor
Academic Affairs

D. Dale Hanner
Vice Chancellor
Business Affairs

Subject: Policy for the Provision of Services to Students with Disabilities

Attached is a copy of The California State University Policy for the Provision of Services to Students with Disabilities. The policy has undergone extensive review by the systemwide Advisory Committee on Services to Students with Disabilities, campus directors of the disabled student services program, and appropriate staff within the Chancellor's Office to ensure full compliance with AB 746 (Chapter 829, Statutes of 1987), Section 504 of the Rehabilitation Act of 1973, and the Report of The Trustees' Audit Staff entitled "#88-08 Handicapped Access Systemwide, July 26, 1988."

This policy, which supercedes SA 80-17(P)/BA 80-14, includes several important changes:

1. Students with learning disabilities shall be provided diagnostic assessment, including both individual and group assessment, necessary to determine the functional or educational levels or to certify specific disabilities.

2. Disability-related counseling and advising may be offered.

3. Students with disabilities may receive specialized tutoring services related to their disability that are not available to all students through learning assistance programs.

(more)

Distribution:

ATTN: VICE PRESIDENTS/DEANS OF STUDENT AFFAIRS
DIRECTORS, DISABLED STUDENT SERVICES
Vice Presidents, Academic Affairs
Vice Presidents, Administration
Business Managers
Deans/Directors, Admissions and Records
Registrars
Chancellor's Office Staff

4. Request for State funding shall be based on relatively fixed costs for administrative and operational costs, variable costs for direct support services and one-time costs for equipment and specialized supplies.

5. Several reports and evaluations are now required by State law.

The CSU is committed to serve the needs of students with disabilities. Staff will continue to actively participate in statewide committees and communicate with other state agencies to ensure the needs of students with disabilities are being met.

In recognition of the serious need for adequate support for disabled students, especially those with learning disabilities, campuses have been using miscellaneous resources to provide a modicum level of the three newly identified essential services. For the time being, it is expected that campuses will continue to provide services within existing resources. However, since 1987 the CSU has received a minimal amount of funding from the State to provide diagnostic assessment and intensified levels of recognized services to students with learning disabilities. Additional funds are necessary to serve the growing number of students with learning disabilities. For that reason, the 1989 Trustees' budget includes a request for an additional $967,000 to more adequately fund services for students with learning disabilities and comply with AB 746.

This policy will be reviewed on a regular basis by the systemwide advisory committee. Questions relating to this policy should be addressed to Ms. Judy Klein Osman, Acting Systemwide Coordinator (213) 590-5992 or ATSS 635-5992.

LRK/DDH/JKO:bn

Attachment

POLICY FOR THE PROVISION OF SERVICES FOR STUDENTS WITH DISABILITIES

THE CALIFORNIA STATE UNIVERSITY

January, 1989

TABLE OF CONTENTS

I. Background

II. Program Goals and Objectives

III. Program Coordination

IV. Definitions

V. Verification of Disability

VI. Funding

VII. Recruitment of Support Services Staff

VIII. Provision of Services

IX. Advisory Committees

X. Reports and Evaluations

POLICY FOR THE PROVISION OF SERVICES TO STUDENTS WITH DISABILITIES

I. BACKGROUND

This policy is in response to State and Federal resolutions and legislation regarding the provision of services to students with disabilities in postsecondary education. These include Assembly Bill 746 (1987), ACR 3 (1985), ACR 201 (1976), and Section 504 of the Rehabilitation Act of 1973.

II. PROGRAM GOALS AND OBJECTIVES

The California State University is committed to provide opportunities for higher education to students with disabilities, to increase the representation of persons with disabilities in its student enrollment, and to make its programs, activities and facilities fully accessible to persons with disabilities.

The specific objectives to achieve these goals fall into the areas of mainstreaming, awareness and access, support services, and resources.

A. Mainstreaming

1. To provide opportunities for students with disabilities to satisfy their academic, cultural, and social interests and to prepare them for further education or employment;

2. To ensure that campus and systemwide policies address the needs of students with disabilities; and

3. To assist students with disabilities to maximize their independence and become integrated into the campus community.

B. Awareness and Access

1. To ensure that all students have full access to campus facilities and programs;

2. To increase the awareness and responsiveness of the campus community to students with disabilities;

3. To encourage the review and adaptation of educational policies and curricula to ensure full access for students with disabilities; and

4. To increase off-campus outreach efforts (e.g. to community colleges) to encourage qualified persons with disabilities to pursue postsecondary education.

C. Support Services

1. To provide adequate support services for students with disabilities to participate in the full range of campus programs and activities; and

2. To involve students in assessing current needs and to recommend new and expand services as needed.

D. Resources

1. To initiate and direct efforts to increase the effective utilization of available campus resources to benefit students with disabilities; and

2. To provide liaison with external agencies serving the needs of students with disabilities.

III. PROGRAM COORDINATION

A. Systemwide Coordination

The Chancellor's Office shall be responsible for the systemwide planning, implementation, and coordination of all programs and services for students with disabilities within the California State University.

B. Campus Coordination

One person on each campus shall have the primary responsibility for planning, implementing and coordinating all campus programs and services for students with disabilities.

IV. DEFINITIONS

Section 504 of the Rehabilitation Act of 1973 provides the following definition of handicapped:

> ...any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such impairments, or (iii) is regarded as having such impairment.

A "qualified handicapped person" with respect to postsecondary education services is defined in the same regulations as:

> ...a handicapped person who meets the academic and technical standards requisite to admission or participation in the recipient's education program or activity.

Discrimination is prohibited by the following paragraph included in Section 504:

> No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity...

The California State University has established the following categories for reporting purposes:

1. Visual Limitation: blindness or partial sight to the degree that it impedes the educational process and necessitates procurement of supportive services or programs.

2. Communication Disability: limitation in the processes of speech and/or hearing which impedes the educational process and necessitates the procurement of supportive services or programs. Students in this category shall not require interpreting services.

3. Deaf: limitation in the process of hearing which impedes the educational process and necessitates the procurement of supportive services or programs. Students in this category shall require oral or sign language interpreters.

4. Mobility Limitation: limitation in locomotion or motor functions which indicates a need for supportive services or programs. Included in this category would be persons who have asthma, cardiovascular problems, or who do not have motor functions necessary to lift or carry items normally used in an academic setting (i.e., books and supplies).

5. Learning Disability: a generic term that refers to the heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders occur in persons of average to very superior intelligence and are presumed to be due to central nervous system dysfunction. Even though a learning disability may exist concomitantly with other handicapping conditions (e.g., sensory impairment) or environmental influences (e.g., cultural/language differences) it is not the direct result of those conditions or influences.

6. Other Functional Limitations: any other dysfunction of a body part or process which necessitates the use of supportive services or programs, and which does not fall within the categories listed above.

   For reporting purposes, an individual should be counted in one category only -- that of the primary dysfunction. Temporary disabilities do not constitute a separate category, but shall be placed in one of the above categories, based on the nature of the disability.

V. VERIFICATION OF DISABILITY

State funds allocated to the campuses for support services and programs shall be based on the number of professionally verified disabled students who request approved services and are regularly enrolled. A professionally verified disability means a condition certified by a licensed physician, psychologist, audiologist, speech pathologist, registered nurse, social worker, rehabilitation counselor, physical therapist, corrective therapist, learning disability specialist, or other appropriate professional. Where the nature and extent of the disability is obvious (e.g. amputee, blind, quadriplegic) the Director of the Disabled Student Services or designee may verify the disability. In those cases where the Director is unable to verify the disability, the student shall either provide the verification documentation to the Director, or sign a release authorizing the campus to obtain necessary documentation from one of the above professional persons or agencies. A student with a learning disability must provide testing/evaluation results that are dated no more than three years prior to the date of request for learning disability services.

Any CSU student who has transferred and received services from a California community college or University of California campus as a disabled student will be eligible for disabled student services provided by the CSU.

Each campus shall maintain confidential records identifying its students with professionally verified disabilities. These records shall indicate the student's name, address, social security number, nature of disability, supportive services needed, and:

1. verifying statement by the Disabled Student Services Director, or

2. documentation supplied by the student, or

3. documentation obtained through a release form signed by the student, or

4. documentation signed by a California community college or University of California Director of Disabled Student Services or his or her designee.

VI. FUNDING

State funds allocated to the campuses shall be based on formulas approved by the Department of Finance. State funding shall be used to meet goals and objectives and provide services as specified by AB 746 (Chapter 829, Statutes of 1987) including relatively fixed costs associated with the basic ongoing administrative and operational costs of campus programs, continuing variable costs for direct support services, and one-time variable costs such as equipment and specialized supplies.

State funds shall be utilized to support activity which is consistent with the stated goals and services indicated in this policy. Funds shall not be used to duplicate services available to all CSU students.

A. FIXED COSTS FOR ADMINISTRATION/OPERATION

It shall be the responsibility of each campus to provide for the following administrative and operational functions:

1. Access to, and arrangements for, adaptive educational equipment, materials, and supplies required by disabled students.

2. Liaisons with campus and community agencies, including referral and follow up services to these agencies on behalf of disabled students.

3. On-campus and off-campus registration assistance, including priority enrollment, assistance with applications for financial aid, and related college services.

4. Special parking, including on-campus parking registration, temporary parking permit arrangements, and application assistance for students who do not have state handicapped placards or license plates.

5. Supplemental specialized orientation to acquaint students with the campus environment.

6. Activities to coordinate and administer specialized services including consultation with faculty for students with special academic needs associated with their disabilities.

7. Activities to assess the planning, implementation, and effectiveness of these services and programs.

8. Liaison with campus outreach personnel to increase the representation of students with disabilities.

9. Activities to increase general campus awareness of students with disabilities.

B. VARIABLE COSTS FOR DIRECT SUPPORT SERVICES

The following support services for students with disabilities shall be provided by each campus. Availability of these services may vary depending upon the needs of students and available funding. The use of such services by any student with a disability shall be voluntary.

1. Diagnostic assessment, including both individual and group assessment not otherwise provided by the institution to determine functional, educational, or employment levels or to verify specific disabilities.

2. On-campus mobility assistance to and from college courses and related educational activities;

3. Disability-related counseling and advising, including specialized academic, vocational, personal and peer counseling, that is developed specifically for students with disabilities and not duplicated by regular counseling and advising services available to all students.

4. Interpreter services including manual and oral interpreting for hearing impaired students.

5. Reader services to coordinate and provide access to information required for equitable academic participation if this access is not available in other suitable modes.

6. Test taking facilitation, including adapting tests for and proctoring test taking by, students with disabilities.

7. Transcription services such as providing Braille and large print materials not available through other sources.

8. Specialized tutoring services not otherwise provided by the institution.

9. Notetaker services for writing, notetaking, and manual manipulation for classroom and related academic activities.

C. ONE-TIME COSTS

One-time variable costs shall include expenditures for the purchase of supplies or the repair of equipment, such as adapted educational materials, equipment or vehicles.

Attendants, individually prescribed devices, readers for personal use, or other devices or services shall not be provided. Additional services may be offered based on the nature and resources of each campus and the need of its population of students with disabilities.

VII. RECRUITMENT, SELECTION AND SCHEDULING OF SUCH SUPPORT SERVICES STAFF AS INTERPRETERS, READERS AND SIMILAR PERSONNEL

The Director of Services to Students with Disabilities or his or her designee shall be responsible for the recruitment and selection of persons to serve as interpreters, readers, notetakers and similar support service personnel. Students with disabilities needing assistance of such persons shall have an opportunity to be involved in the selection process to determine their appropriateness and ensure that the level of skills of the person under consideration is adequate.

VIII. PROVISION OF SERVICES

Student requests for services should be made to the Office of Disabled Student Services as early as possible in order to facilitate scheduling or acquisition of personnel, equipment and/or materials. Disabled Student Services Directors shall establish campus guidelines to implement the provision of services. Students with disabilities denied a requested service may appeal the decision to the campus Vice President or Dean of Student Affairs, utilize the campus student grievance procedure, or utilize the Federal 504 grievance procedure.

IX. ADVISORY COMMITTEES

A. Systemwide

A systemwide Advisory Committee on Services to Students with Disabilities shall be established by the Chancellor's Office.

Purpose: The Systemwide Advisory Committee on Services to Students with Disabilities shall review, evaluate, and recommend systemwide educational and administrative policies that affect students with disabilities and advise the Chancellor on needs and concerns of students with disabilities.

The Systemwide Advisory Committee shall meet a minimum of once per year and shall maintain and disseminate minutes of these meetings.

Membership and Terms of Office

a. Chair, to be appointed by the Chancellor (1) two year term;
b. Vice President/Dean of Student Affairs (1) two year term;
c. Directors, Disabled Student Services (3) two year overlapping terms;
d. Students with Disabilities (3) one year term;
e. Academic Senate Representatives (3) two year terms;
f. Chancellor's Office Coordinator, Services to Students with Disabilities (1) indefinite term;
g. Representative, Division of Budget Planning and Administration, Chancellor's Office (1) indefinite term;
h. Representative, Division of Physical Planning and Development, Chancellor's Office (1) indefinite term;
i. Dean, Academic Affairs/Educational Support, or Designee, Chancellor's Office (1) indefinite term.

Membership should include representation from a variety of campuses and disability groups.

B. Campus

Each campus shall establish an Advisory Committee on Services to Students with Disabilities.

Purpose: The Campus Advisory Committee shall assist in the evaluation of current campus policies and procedures relating to students with disabilities, develop plans relating to programs and services for students with disabilities, recommend priorities, and develop timelines.

Membership: Members of the Campus Advisory Committees shall include students, staff, faculty, and administrators. Members of the committee shall be appointed by the campus president or designee. Additional members may be appointed from the off-campus community. Membership shall include representation from a variety of disability groups and academic disciplines.

X. REPORTS AND EVALUATIONS

A. Enrollment Data and Use of Services

Each campus shall submit data annually on verified disabled enrollment, which shall include the student's name, social security number, disability category, and services provided. This data will be submitted by the campus Disabled Student Services Director to the Chancellor's Office and be used for developing budget requests and preparing systemwide reports.

B. Systemwide Program Evaluation

Pursuant to AB 746, the Chancellor's Office shall:

1. Develop and implement, in consultation with students and staff, a system for evaluating state-funded programs and services for students with disabilities on each campus at least every five years beginning in 1990. At a minimum, the evaluation shall provide for the gathering of outcome data, staff and student perceptions of program effectiveness, and data on the implementation of the program and physical accessibility requirements of Section 794 of Title 29 of the Federal Rehabilitation Act of 1973.

2. Commencing in January 1990, and every two years thereafter, submit a report to the Governor, the education policy committees of the Legislature, and the California Postsecondary Education Commission on the evaluations developed pursuant to Section X.B.1. This biennial report shall also include a review on a campus-by-campus basis of the enrollment, retention, transition, and graduation rates of disabled students.

C. Architectural Barrier Removal Review

Reviews of campus architectural barriers shall be conducted every five years beginning in 1990 by Physical Planning and Development to improve access for students with disabilities.

D. Campus Program Review

Annual written evaluation of services to students with disabilities shall be conducted by each campus. Such evaluations shall include student input and summaries will be forwarded for inclusion in the systemwide review.

E. Policy Review

The Policy for the Provision of Services to Students with Disabilities shall be reviewed by the Systemwide Advisory Committee every five years beginning in 1990. A report including recommendations shall be prepared for the Chancellor of the California State University.

(1462h)

Appendix D

Report of the University of California

University of California
Office of the President
February 1990

Report to the Legislature on Assembly Bill 746: Services to Students with Disabilities

Introduction

Assembly Bill 746 (chaptered 1987, Hayden) states, in part, that:

(a) The Board of Governors of the California Community Colleges and the Trustees of the California State University shall, for their respective systems, and The Regents of the University of California may do the following:

(1) Work with the California Postsecondary Education Commission and the Department of Finance to develop formulas or procedures for allocating funds authorized under this chapter.

(2) Adopt rules and regulations necessary to the operation of programs funded pursuant to this chapter.

(3) Maintain the present intersegmental efforts to work with the California Postsecondary Education Commission and other interested parties, to coordinate the planning and development of programs for students with disabilities, including, but not limited to the establishment of common definitions for students with disabilities and uniform formats for reports required under this chapter.

(4) Develop and implement, in consultation with students and staff, a system for evaluating state-funded programs and services for disabled students on each campus at least every five years. At a minimum, these systems shall provide for the gathering of outcome data, staff and student perceptions of program effectiveness, and data on the implementation of the program and physical accessibility requirements of Section 794 of Title 29 of the Federal Rehabilitation Act of 1973.

(b) Commencing in January 1990, and every two years thereafter, the Board of Governors of the California Community Colleges and the Trustees of the California State University shall, for their respective systems, and The Regents of the University of California may, submit a report to the Governor, the education policy committees of the Legislature, and the California Postsecondary Education Commission on the evaluations developed pursuant to

subdivision (a). These biennial reports shall also include a review on a campus-by-campus basis of the enrollment, retention, transition, and graduation rates of disabled students.

In response to these requests, the University of California has prepared this initial report describing the progress the University has made to date in implementing the activities set forth in Assembly Bill 746.

In the Fall of 1988, the California Postsecondary Education Commission (CPEC) convened an AB 746 Intersegmental Planning Committee for Services to Students with Disabilities composed of campus and systemwide staff from each segment to plan the implementation of the new State policy on disabled student services and programs in California postsecondary education. The University's representatives are the Director of the San Diego Disabled Student Services program and the Universitywide Coordinator for Disabled Student Services. Specifically, the Intersegmental Planning Committee was asked to devise a strategy for evaluating the effectiveness of services for students with disabilities and to develop uniform formats for the reports required under AB 746.

Subsequently, the AB 746 Intersegmental Planning Committee for Services to Students with Disabilities met on June 6, 1989 with Mr. Curtis Richards, consultant to Assemblymember Hayden, to review the content of the reports and reporting deadlines as required by statute. A full description of the agreements reached at that meeting is enclosed (Attachment 1). In summary, the agreements call upon the three segments of public postsecondary education to provide the following:

1) The first biennial report, due to the Governor, the Legislature, and CPEC by January 31, 1990 will contain:

   (a) an update on the development of formulas and procedures for allocating funds for disabled student services;

   (b) a summary of the adoption of rules and regulations needed to operate campus disabled student services programs;

   (c) a statement on the maintenance of intersegmental efforts to coordinate the planning and development of programs for students with disabilities; and

   (d) a workplan and outline of the comprehensive evaluations of State-funded programs.

2) Commencing in January 1992, the biennial reports will include a review on a campus-by-campus basis of the enrollment, retention, transition, and graduation rates of students with disabilities.

Procedures for the Allocation of Funds

AB 746 delineates a common foundation for public postsecondary education institutions to seek funding from the State for services to students with disabilities. As chaptered, the statute requires that funding requests be based on the actual costs of providing services using three cost categories: (1) fixed costs associated with the ongoing administration and operation of the programs; (2) continuing variable costs that fluctuate with changes in the number of students served or the number of units in which students are enrolled; and (3) one-time variable costs associated with the purchase or replacement of equipment. The University incorporated into its budget request methodology recommendations, made at an AB 746 Intersegmental Planning Committee meeting on October 17, 1988, that budget requests be based on actual costs for services. The University's 1990-91 funding request was based on 1987-88 actual costs for the three cost categories and was submitted through the normal University budget process. It is anticipated that all future University budget requests for these services will follow this methodology.

Adoption of Regulations Necessary to the Operation of State-funded Programs

In 1979, the University established guidelines to implement the "Report of the Statewide Task Force on Services to Students with Disabilities" (Attachment 2). These guidelines provide eligibility criteria, define disabilities and the types of services to be provided, establish campus and Universitywide advisory committees, specify evaluation requirements, and outline various administrative and accountability procedures. The University began a comprehensive review of the guidelines in 1987 to determine whether changes in campus procedures were needed and to incorporate the University's "Guidelines for Assessment and Accommodation of Students with Learning Disabilities." The funding methodology, scope of services, and evaluation provisions of AB 746 also are being incorporated. The revised guidelines will be submitted to the campuses and the President's Advisory Committee on Services to Students with Disabilities for comment before the end of the 1990 calendar year.

Intersegmental Planning and Development of Programs for Students with Disabilities

As noted earlier, the University has been an active participant in the AB 746 Intersegmental Planning Committee since its inception. To date, the Intersegmental Planning Committee's efforts to implement AB 746 have focused on:

1) the development of segmental formulas or procedures for the allocation of State funds authorized for services to students with disabilities to the segments;

2) intersegmental coordination of programs for students with disabilities, specifically the development of common definitions of types of disabilities and services and the establishment of comparable formats for reports;

3) the development of procedures and instruments for evaluating State-funded programs and services for disabled students on each campus; and

4) the identification of methods for evaluating architectural barrier removal needs, including co-sponsorship of two training workshops on the physical accessibility requirements of Title 24 conducted by the State Architect's Office for postsecondary education personnel.

Workplan and Outline of the University's Comprehensive Evaluation of State-funded Programs and Services

AB 746 requires each segment to develop a system for evaluating at least every five years the State-funded programs and services for students with disabilities on each campus. The legislation specifies that a minimum of three components be included: (1) staff and student perceptions of program effectiveness; (2) outcome data such as enrollment, retention, transition, and graduation rates; and (3) data on the program and physical accessibility of campuses. The progress the University has made to implement these evaluation components is described below.

1) **Staff and student perceptions of program effectiveness.** In consultation with campus officials, the University is developing a universitywide plan for assessing the perceptions of staff and students regarding the effectiveness of services and programs for students with disabilities. The evaluation plan includes development of: (a) uniform questionnaires that assess program effectiveness; (b) timelines for administering the questionnaires; and (c) procedures for compiling and reporting the data.

During the 1988-1989 academic year, a uniform questionnaire assessing students' perceptions of program effectiveness was developed and pilot-tested. The questionnaire assesses students' perceptions of the adequacy, effectiveness, and availability of the services provided. Campuses may choose to add questions or sections to the questionnaire that reflect unique campus needs or program issues.

Following pilot-testing, the questionnaire was revised and submitted to the Intersegmental Planning Committee for consideration as an intersegmental instrument for assessing student perceptions of program effectiveness. Based on the Planning Committee's recommendations, the instrument was revised again, and a copy of the revised instrument is enclosed (Attachment 3).

To capture staff and faculty perceptions of the effectiveness of disabled student services and programs, community college representatives to the CPEC Intersegmental Planning Committee drafted a separate intersegmental instrument that addresses the specific concerns of staff and faculty. The instrument was reviewed and is being revised by the Intersegmental Planning Committee. The University plans to pilot-test the instrument on at least two campuses during the 1990 Spring term.

Both instruments will be reviewed in the spring, 1990 by the President's Advisory Committee on Services to Students with Disabilities, which is composed of students, faculty, and staff, in the Spring 1990. Following any necessary revisions, the University plans to assess annually staff and student perceptions of program effectiveness on all campuses beginning in 1990-91.

2) <u>Outcome data.</u> The campuses annually report the number of enrolled students, by disability, who receive State-funded services during each academic year (Attachment 4). The University currently is developing an implementation plan to report additional outcome data such as the retention, transition, and graduation rates of disabled students.

The University is exploring whether existing data bases such as the Universitywide Student Longitudinal System or other data sources may be used to obtain outcome data. For example, a preliminary study conducted by the University in 1989 determined that self-reported data from the admissions application information system was not sufficiently accurate to be used in creating a disabled students data base.

The University will continue to develop its implementation plan for reporting outcome data and to identify the most suitable data source and the financial and technical requirements associated with it.

3) Data on the program and physical accessibility of campuses. The University plans to evaluate physical accessibility on each campus. To comply with Federal law, each campus prepared a transition plan in 1979 that identified the physical obstacles limiting accessibility, described how the facilities would be made accessible, and specified the timetable for achieving program accessibility. The final steps for making the capital improvements listed in the 1979 campus transition plans are expected to be initiated in 1990-91, and it is anticipated that budget requests to meet future campus accessibility needs will be made through the normal University capital improvements budget process.

Though campus transition plans are nearing completion, the physical environment of the campuses and the legal requirements for achieving physical accessibility as prescribed in architectural codes have changed since the plans were developed initially. Moreover, some access projects remain to be funded. Campus and Office of the President staff met in June 1989 to discuss the factors that affect the physical access needs on each campus and to outline how the physical accessibility on each campus should be evaluated. Campuses will be asked to describe campus procedures for: (1) making corrections to facilities and surrounding sites when problems are identified; and (2) ensuring that renovations to existing facilities and new construction comply with current code requirements. The results of the study will be reported to the Governor, the Legislature, and CPEC by January 1993.

ATTACHMENT 1

STATE OF CALIFORNIA GEORGE DEUKMEJIAN, *Governor*

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1020 TWELFTH STREET, THIRD FLOOR
SACRAMENTO, CALIFORNIA 95814-3985
(916) 445-7933

June 16, 1989

Mr. Curtis Richards,
Consultant to Assemblymember Tom Hayden
State Capitol, Room 3091
Sacramento, California

Dear Curtis:

At the June 6th meeting of the AB 746 Advisory Committee on services for disabled students, several agreements were reached regarding timelines for and contents of these reports. As you know, this legislation (Chapter 829, Statutes of 1987) required the University of California, California State University and California Community Colleges to perform specific tasks related to disabled students services by times certain. You attended this meeting, and know of most of these agreements, so this summary is just a formal transmittal of these agreements. Below, we present the agreements which pertain to Education Code Section 67312., as amended by AB 746:

1. The first biennial report, due to the Postsecondary Education Commission and others for review and comment in January, 1990 from the three segments of public postsecondary education will contain the following sections:

   a) An update of their work with the Postsecondary Commission and Department of Finance on the development of formulas and procedures for allocating funds for disabled students services [sect. 67312. (a) (1) and (b)];

   b) A summary of the adoption of rules and regulations necessary to operate the programs for disabled students funded pursuant to this chapter [sect. 67312. (a) (2) and (b)];

   c) A brief statement on the maintenance of intersegmental efforts to coordinate the planning and development of programs for students with disabilities [sect. 67312. (a) (3) and (b)]; and

   d) A workplan and outline of the 5-year comprehensive evaluations of state-funded programs and service for disabled students [sect. 67312. (a) (4)].

2. The biennial reports are to include a review on a campus-by-campus basis of the enrollment, retention, transition, and graduation rates. Due to the complexity of developing appropriate and compatible information assimilation and assessment mechanisms, this report component will be first contained in the biennial report due in January, 1992 [sect. 67312. (b)].

3. The initial evaluation reports (due to the Postsecondary Commission and

BEST COPY AVAILABLE

ATTACHMENT 1

others for review and comment every five years) will be submitted in January, 1993 and will contain the following information:

a) A report on the development and implementation of a system for evaluating state-funded programs and services for disabled students on each campus. These evaluations (developed in consultation with students and staff) will provide data on outcomes measures (still to be developed), staff and student perceptions of program effectiveness, and data on the implementation of the program and physical accessibility requirements of Section 794 of Title 29 of the Federal Rehabilitation Act of 1973 [sect. 67312. (a) (4)].

At our June 6 meeting, the AB 746 committee also reached the following agreements:

1. A subcommittee of the full AB 746 committee will meet here at the Commission on July 17th to develop intersegmentally consistent guidelines and definitions to be used in their evaluations of architectural barriers and accessability.

2. Another subcommittee of the AB 746 committee will also meet here on July 17th to develop comparable staff and student surveys, as called for in this legislation.

3. The three segments will use intersegmentally consistent definitions of "enrollment" in their reports. Data in the category "retention" is currently not available in the University and is still being developed in the community colleges. Information on "graduation" is also a problem for the University and community colleges at present, but the community colleges may be able to provide more outcomes information than this. Both segments will keep the committee apprised of their work in these two areas. The final category "transfer" has a specific meaning in each segment and more work will have to be done to determine if their respective information collection systems can produce reconcilable transfer information.

4. The segments will keep the committee apprised of their efforts to seek additional state funding for disabled students services through the State budget process and ensure the use of the funding formulas developed for this purpose.

All of the parties involved in this process have worked very diligently to implement the requirements of this legislation, and I expect our efforts to pay off in terms of eventually improving the quality of public higher education for disabled students.

Please call me if you have any questions.

Sincerely,

Kevin Gerard Woolfork

Kevin G. Woolfork,
Chair, AB 746 Advisory Committee

cc: Members, AB 746 Advisory Committee
Kenneth B. O'Brien, Executive Director, CPEC

BEST COPY AVAILABLE

ATTACHMENT 2

Office of the Academic Vice President
Student Affairs and Services
September 28, 1979

UNIVERSITY OF CALIFORNIA GUIDELINES IMPLEMENTING THE REPORT OF THE STATEWIDE TASK FORCE ON SERVICES TO STUDENTS WITH DISABILITIES

I. INTRODUCTION

In recent years, both the Federal government and the State Legislature have adopted measures which recognize the needs of students with disabilities.

The first, Assembly Concurrent Resolution 201, was adopted by the State Legislature in September 1976. It directed the three public segments of California postsecondary education to "prepare a plan that will provide for addressing and overcoming, by 1980, the underrepresentation of handicapped students in the makeup of the student bodies of institutions of public higher education." The University's plan and those of the other two segments were submitted to the Legislature and the Governor in June 1978. (The University's plan is available from the Systemwide Student Affairs and Services Office.)

The second, the Federal regulations implementing Section 504 of the Rehabilitation Act of 1973, was enacted in June 1977. These regulations provide that "no qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from Federal financial assistance." The University's interim guidelines implementing Section 504 were issued in July 1977 and revised in January of the following year. (See the *University of California Policies Applying to Campus Activities, Organizations, and Students*, Part B, Section 20.00.)

To date, no funds have been provided by the Federal government or the State Legislature to implement Section 504 or ACR 201. However, in June 1979, language was added to the 1979-80 Budget Act to provide funding for specified services for students with verified disabilities, and the California Postsecondary Education Commission was instructed to convene a Task Force to develop a common set of policy guidelines for the provision of such services.

These guidelines implement the Task Force report, which was submitted to the Legislative Budget Committees and the Department of Finance in August 1979. (See Appendix A.)

(Parenthetical notations following headings and subheadings in these guidelines refer to related paragraphs in the Task Force report.)

II. DEFINITIONS

A. Student (Appendix A, Page 3)

The term "student" means one who has been admitted to, and is currently enrolled at, a campus of the University of California or, during the recess period between quarters or the summer period, one who has completed the immediately preceding term and is eligible for reenrollment.

A "qualified handicapped student" is one who meets the academic and technical standards requisite to admission or participation in the education programs of the University. The term "technical standards" refers to nonacademic admissions criteria that are essential to participation in such programs or activities.

B. Student with a Disability (Appendix A, Page 3)

For general statistical purposes, "student with a disability" means any student who has a physical or mental impairment which substantially limits one or more major life activities; one who has a record of such an impairment; or one who is regarded as having such an impairment.

C. Disability (Appendix A, Pages 3 and 4)

For State funding purposes, the following categories and subcategories of disabilities shall be used:

1. "Physical Disability"--Disability attributable to vision, mobility, orthopedic, or other functional impairment, to the extent that the impairment necessitates procurement of supportive services or programs to provide access to the educational process.

2. "Communication Disability"--Disability attributable to speech or hearing impairment, to the extent that the impairment necessitates procurement of supportive services or programs to provide access to the educational process.

3. "Learning Disability"--Specific learning disabilities are disorders in which the individual's ability to process language, read, spell, and/or calculate is significantly below expectancy as measured by an appropriate professional or agency despite conventional instruction, adequate intelligence, and sociocultural opportunity. Specific learning disabilities include dyslexia, dyscalculia, dysgraphia, agnosia, and dysphasia. Limitations caused by specific learning disabilities must impede access to the educational process in order to be considered a disability.

D. Professionally Verified Disability (Appendix A, Page 4)

A "professionally verified" physical, communication, or learning disability means:

1. A condition certified by a licensed physician, psychologist, audiologist, speech pathologist, rehabilitation counselor, physical therapist, corrective therapist, or learning disability specialist; or

2. Where the nature and extent of the disability is obvious (e.g., amputee, blind, quadraplegic), a condition verified by the Campus Coordinator of the disabled students services program.

In those cases where the Campus Coordinator is unable to verify the disability, the student shall either provide the verification documentation to the Coordinator, or sign a release guaranteeing that the documentation, statement, or certification shall be made available to the campus upon request to the appropriate professional or agency.

E. Core Supportive Services (Appendix A, Pages 4 and 5)

The following services are considered "core supportive services":

1. Interpreter services, which allow students to complete the academic program;

2. Reader services, which allow students to complete the academic program;

3. Notetaker services, which allow students to complete the academic program;

4. Mobility assistance;

5. Registration assistance;

6. Priority enrollment;

7. Special parking;

8. Facilitation of access to all programs;

9. Access to special adaptive equipment;

10. Referral to appropriate on- or off-campus resources, services, or agencies;

11. Arrangements for specialized educational materials;

12. Establishment and maintenance of a list of available readers, interpreters, notetakers, mobility assistants, and attendants;

13. Supplemental orientation as determined by individual needs; and

14. Test-taking arrangements.

F. Basic Administrative Services

"Basic administrative services" are those services necessary to provide the core supportive services required for this program. Basic administrative costs include direct costs only, such as that portion of the salary of a Campus Coordinator which is necessary to implement the program and costs for related supplies and expenses. Indirect costs, such a' accounting services and space, should not be included in program costs.

G. Special Equipment

The term "special equipment" means new equipment to meet program needs, which is unrelated to a construction project, and replacement of existing equipment, even if the replacement is to be used in a new facility.

Examples of the types of special equipment that may be purchased with State funds allocated for this program include: tape recorders, teletypewriters for the deaf, reading machines, manual and electric wheelchairs for loan, battery chargers, braillers, taped texts, and adaptive athletic equipment. Vans may be purchased as "special equipment" or may be leased through the University garage, so long as there is a demonstrable need that the van is essential for access to campus programs.

State funds allocated for this program may not be used for new construction; alteration, extension, or betterment of existing structures; or for the purchase of equipment related to a construction project.

III. DESIGNATION OF RESPONSIBLE EMPLOYEE OR OFFICE

A. Campus Coordinator (Appendix A, Page 7)

There is to be one person or office on campus responsible for planning, developing, and coordinating all programs and services for students with disabilities. The objectives of the Campus Coordinator's office should be to encourage independence and self-reliance on the part of the students, while at the same time helping them to evaluate their needs for support services.

B. Systemwide Coordinator (Appendix A, Page 6)

The Systemwide Student Affairs and Services Office is responsible for the systemwide planning, development, and coordination of all University-funded programs and services for students with disabilities.

IV. ADVISORY COMMITTEES

A. Campus Advisory Committee (Appendix A, Page 7)

This committee should be advisory to and recognized by the Chancellor. The committee should have substantial representation of students, faculty, and staff who are representative of as wide a variety of disabilities as possible.

The committee may also include representatives of appropriate community or State agencies, consumer groups, and any other appropriate organizations or individuals.

Functions of the Campus Advisory Committee should include assisting in the evaluation of current campus policies and procedures relating to students with disabilities, developing plans relating to programs and services for students with disabilities, setting priorities, developing timelines, and assisting in the estimation of costs associated with supportive services.

B. Systemwide Advisory Committee (Appendix A, Page 7)

This committee should be appointed by the President and should be advisory to the Academic Vice President. The committee will be comprised of ten members: three students, nominated by the Student Body Presidents' Council

in consultation with the Campus Coordinators; three members of the faculty; three administrators, one of whom shall be a Campus Coordinator; and, as chairman, the Special Assistant for Student Affairs and Services. Its members should be representative of as wide a variety of disabilities as possible.

Advice may also be sought on specific topics from representatives of appropriate community and State agencies, consumer groups, and other appropriate organizations or individuals.

Functions of the Systemwide Advisory Committee should include assisting in the implementation and evaluation of programs for services to students with disabilities; developing proposals, as necessary, for the revision of systemwide policies for students with disabilities; and advising the Systemwide Administration on the needs and concerns of students with disabilities.

V. EVALUATIONS

A. Annual Campus Evaluations (Appendix A, Page 7)

Each campus is to conduct an annual evaluation of its programs and services for students with disabilities, according to guidelines adopted by the campus. The evaluations shall include, at a minimum, data on the number of students served, the nature of the services provided, the quality of the services, and their cost. These evaluations shall be submitted to the Systemwide Student Affairs and Services Office on an annual basis, beginning July 1, 1980.

B. Biennial Systemwide Evaluations (Appendix A, Pages 7 and 8)

Every other year, the Systemwide Student Affairs and Services Office will prepare a narrative evaluation of how well the University is meeting the needs of students with disabilities, the problems encountered (whether programmatic or budgetary), and the steps to be taken to resolve the problems. These evaluations will be sent to the California Postsecondary Education Commission on a biennial basis, beginning August 1, 1980.

VI. VERIFICATION OF DISABILITY (Appendix A, Page 4)

State funding of core supportive and basic administrative services for students with disabilities who are enrolled in the University shall depend upon the number of students with professionally verified disabilities who request such services.

The Campus Coordinator may verify the disability where the nature and extent of the disability is obvious; otherwise, the condition may be certified by a licensed physician, psychologist, audiologist, speech pathologist, rehabilitation counselor, physical therapist, corrective therapist, or learning disability specialist. Students may be asked to provide verification documentation, or to sign a release guaranteeing that the documentation, statement, or certification will be made available to the campus upon request to the appropriate professional or agency.

Campuses should develop record keeping procedures to ensure that the provision of core services is consistent with these guidelines. At a minimum, these procedures should provide that individual files be kept for all students which include verified disability information.

VII. COSTS OF CORE SUPPORTIVE AND BASIC ADMINISTRATIVE SERVICES

A. General Guidelines (Appendix A, Pages 4, 5, and 6)

Core supportive and basic administrative services (see Sections II.E. and II.F.) to be provided by each campus shall be funded by the State.

State funds for services to students with disabilities shall be kept in a separate account and shall not be used for any other purpose.

Wherever feasible, core supportive services should be integrated into the regular campus student services, and in all cases, their use should be entirely voluntary. Availability of these services to any particular student may vary depending upon the nature of the individual's verified disability.

Students needing the assistance of core services, including readers and interpreters, should be involved in the selection process to determine the appropriateness of the services and to ensure that the level of skills of any personnel under consideration is adequate.

B. Funding (Appendix A, Page 6)

The appropriation in the 1979-80 Budget Act to provide core supportive and basic administrative services to students with verified disabilities was allocated on a per capita basis, at $465 per student, using census figures for Fall Quarter 1978. If the actual costs for providing these services exceed that amount, a supplemental appropriation shall be allocated to the Systemwide

Administration for distribution to the campuses, so that no student with a disability will be denied appropriate services during the remainder of the 1979-80 fiscal year due to lack of funds.

After the 1979-80 budget year, refinements in the reporting process may be made, as necessary, following consultation and agreement between the Department of Finance and the Systemwide Administration.

C. Additional Supportive Services (Appendix A, Page 5)

Additional services beyond those core supportive services funded by the State, may be offered and may be funded by the State based upon campus resources and the nature and needs of its disabled student population.

VIII. ADMINISTRATION/ACCOUNTABILITY (Appendix A, Pages 6 and 7)

A. Campus

The Campus Coordinator should be responsible for planning, developing, and coordinating all campus programs and services for students with disabilities.

The Campus Advisory Committee's functions should include assisting in the evaluation of current campus policies and procedures relating to students with disabilities, developing plans relating to programs and services for students with disabilities, setting priorities, developing timelines, and assisting in the estimation of costs associated with supportive services.

B. Systemwide Administration

The Systemwide Student Affairs and Services Office will be responsible for the systemwide planning, development, and coordination of all University-funded programs and services for students with disabilities, and for reviewing budget requests for these programs and services.

The Systemwide Advisory Committee's functions will include assisting in the implementation and evaluation of University-funded, systemwide programs for services to students with disabilities; developing proposals, as necessary, for the revision of systemwide policies for students with disabilities; and advising the Systemwide Administration on the needs and concerns of students with disabilities.

IX. GRIEVANCE PROCEDURES (Appendix A, Page 8)

Procedures to resolve grievances by students claiming to have been the subject of discriminatory practices based upon handicap under Section 504 of the Rehabilitation Act of 1973, or under the *Interim University Guidelines Applying to Nondiscrimination on the Basis of Handicap*, may be found in campus regulations implementing Section 91.30 of Part A of the *University of California Policies Applying to Campus Activities, Organizations, and Students*.

APPENDIX A

REPORT OF THE STATEWIDE TASK FORCE ON SERVICES TO STUDENTS WITH DISABILITIES

AUGUST 22, 1979

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1020 12th STREET
SACRAMENTO, CALIFORNIA 95814

REPORT OF THE STATEWIDE TASK FORCE ON SERVICES TO STUDENTS WITH DISABILITIES

INTRODUCTION

In the past few years, both the California Legislature and the federal government have passed laws regarding the provision of postsecondary educational services to persons with disabilities. In 1976, the Governor signed AB 77 (Lanterman, Chapter 275, Statutes of 1976) into law, which provided special funding for services to students with disabilities in the California Community Colleges. AB 77 states that, "This act is intended to enhance opportunities within community colleges for handicapped students, but not to limit such students as to the type of postsecondary institution, if any, they attend."

Also, in 1976, the Legislature adopted Assembly Concurrent Resolution 201, which directed the three public segments of California postsecondary education to ". . . prepare a plan that will provide for addressing and overcoming, by 1980, the underrepresentation of handicapped students in the make-up of the student bodies of institutions of public higher education." The California Postsecondary Education Commission was to integrate these plans and transmit them to the Legislature and Governor with comments. The resulting document, entitled A State Plan for Increasing the Representation of Students with Disabilities in Public Higher Education was adopted by the Commission in June 1978 and transmitted to the Governor and the Legislature. To date, the Legislature has not provided funding specifically to implement the provisions of ACR 201.

Then in May 1977, the federal government adopted regulations to implement Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794). The Act provides that:

> . . . no otherwise qualified handicapped person, shall, on the basis of handicap, be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance.

While the federal 504 regulations are extensive and cover, among other things, a broad range of postsecondary education services, the federal government, to date, has not allocated funds to institutions of higher education to implement the regulations.

Given both the federal regulations and the pre-existing State policies regarding services to postsecondary education students with disabilities, in June 1979, both houses of the Legislature, with the

support of the Department of Finance, approved the following as supplemental budget language:

> The California Postsecondary Education Commission shall convene a Task Force made up of the Department of Finance, Department of Rehabilitation, University of California, California State University and Colleges, and California Community Colleges, including handicapped persons and other interested groups, to develop and implement a common set of policy guidelines for disabled student educational service programs. Such guidelines shall be based upon (1) utilization of common definitions for disabilities and reasonable levels of educational service and (2) the number of verified disabled students by campus, the types and costs of services to be provided.
>
> The Task Force shall report to the Legislative Budget Committees and the Department of Finance: (1) by September 1, 1979, on the number of students to be served in each segment in 1979-80 at $465 per student and (2) by December 1, 1979, with the final report. The Department of Finance shall use the recommendations contained in the final report as the basis for budgeting for disabled students in 1980-81.

It was decided that in order to have all the policies and services in place for students with disabilities by Fall 1979, the Task Force should finish its work and make its final report to the Legislature by September 1, 1979. This is particularly important in light of the fact hat the State Department of Rehabilitation has taken the position that such services as interpreters for deaf students and readers for blind students must be provided by educational institutions as of July 1, 1980, and not by the Department of Rehabilitation. (See Appendix A for the text of the Department's policy statement.)

The report which follows is the result of the work of this Task Force and is intended to provide a common set of policy guidelines for the provision of services to students with disabilities in each of the public segments of California postsecondary education.

STATEWIDE OBJECTIVE: INTEGRATION

The Task Force believes that the objective of all statewide and segmental planning to provide educational and supportive services to students with disabilities should be to integrate or "mainstream" the student into the general campus programs and activities as far and as quickly as possible. The ability of the student to function independently in the educational environment is the ultimate goal.

DEFINITIONS

For the purposes of this report, the following definitions are adopted:

Campus - Any California Community College, any campus of the California State University and Colleges, or any campus of the University of California.

Systemwide Administration - The Office of the Chancellor of the California Community Colleges, the Office of the Chancellor of the California State University and Colleges, and the Office of the President of the University of California.

Student - A person is a student as defined by the public postsecondary institution in which he or she is enrolled.

Student with a Disability - For general statistical purposes, campuses should use the following:

> . . . any person who (1) has a physical or mental impairment which substantially limits one or more major life activities; (2) has a record of such an impairment; or (3) is ragarded as having such an impairment (Federal Rules and Regulations to implement section 504 of the Rehabilitation Act of 1973; 42 C.F.R., 84.3, Definitions).

A qualified handicapped person with respect to postsecondary education services is defined in the same federal regulations as:

> . . . a handicapped person who meets the academic and technical standards requisite to admission or participation in the recipient's educational program or activity.

Disabilities - For State funding purposes, the following categories and subcategories of disabilities shall be used:

(1) Physical Disability - Disability attributable to (a) vision, (b) mobility, (c) orthopedic, or (d) other functional impairment, to the extent that the impairment necessitates procurement of supportive services or programs to provide access to the educational process.

(2) Communication Disability - Disability attributable to (a) speech, or (b) hearing impairment, to the extent that the impairment necessitates procurement of supportive services or programs to provide access to the educational process.

(3) Learning Disability - Specific learning disabilities are disorders in which the individual's ability to process language, read, spell, and/or calculate is significantly below expectancy as measured by an appropriate professional or agency despite conventional instruction, adequate intelligence, and sociocultural opportunity. Specific learning disabilities include dyslexia, dyscalculia, dysgraphia, agnosia, and dysphasia. Limitations caused by specific learning disabilities must impede access to the educational process in order to be considered a disability.

VERIFICATION OF DISABILITY

State funding of supportive services and programs for students with disabilities shall depend upon the number of students with professionally verified disabilities who are enrolled in each public segment and who request such services. A professionally verified physical, communication or learning disability means a condition certified by a licensed physician, psychologist, audiologist, speech pathologist, rehabilitation counselor, physical therapist, corrective therapist, or learning disability specialist. Where the nature and extent of the disability is obvious (e.g., amputee, blind, quadriplegic), the coordinator of the disabled student services program may verify the disability. In those cases where the coordinator is unable to verify the disability, the student shall either provide the verification documentation to the coordinator, or sign a release guaranteeing that the documentation, statement, or certification shall be made available to the college upon request to the appropriate professional or agency.

SUPPORTIVE SERVICES

The following services for students with disabilities shall be considered core services to be provided by each campus, and shall be funded by the State. Availability of these services to any particular student may vary depending upon the nature of the individual's verified disability. The use of such services by any student with a disability shall be entirely voluntary. Wherever feasible, these services should be integrated into the regular campus student services.

(1) Interpreter services

(2) Reader services

(3) Notetaker services

(4) Mobility assistance

(5) Registration assistance

(6) Priority enrollment

(7) Special parking

(8) Facilitation of access to all programs

(9) Access to special adaptive equipment

(10) Referral to appropriate on- or off-campus resources, services, and agencies

(11) Arrangements for specialized educational materials

(12) Establishment and maintenance of a list of available readers, interpreters, notetakers, mobility assistants, and attendants

(13) Supplemental orientation as determined by individual needs

(14) Test-taking arrangements

Reader, interpreter, and notetaker services which allow students to complete the academic programs shall be provided as core services. Additional services may be offered and may be funded by the State based on the resources of each campus and the nature and needs of its disabled student population.

Attendants, individually prescribed devices, supportive services for personal use, or other devices or services of a personal nature shall not be provided.

Students with disabilities needing the assistance of supportive services, including readers and interpreters, shall be involved in the selection process to determine the appropriateness of the services and to ensure that the level of skills of any personnel under consideration is adequate.

Each systemwide administration shall ensure that the provision of services has been appropriately verified.

COSTS OF SUPPORTIVE SERVICES

Since the provision of services to students with disabilities has been funded by the State primarily in only the California Community Colleges, and since it is not known whether the costs associated with such services may vary by segment, depending upon such things as the class level of the student and the nature of the academic program in which he or she is enrolled, data need to be collected to provide a clearer indication of the actual costs for supportive services in each segment.

Accordingly, each systemwide administration shall report by November 1, 1979 to the Department of Finance on (1) the estimated number of verified disabled students served (by disability category and sub-category), (2) the estimated annual costs of the core supportive services, and (3) the estimated annual costs of the basic administrative services for these programs. These estimates shall be revised during the budget process based upon the actual number of verified disabled students served in each segment and upon the actual costs incurred during the first term of the 1979-80 acadmeic year. Thereafter, such reports shall be part of the regular budget process.

If the actual costs for providing these core services and basic administrative services exceed the $465 per student allocated to a particular segment in the 1979-80 Budget Act, a supplemental appropriation shall be allocated to that segment's systemwide administration to provide core and basic administrative services during the remainder of the 1979-80 fiscal year, so that no student with a disability will be denied appropriate services during that period due to lack of funds.

After the 1979-80 budget year, refinements in the reporting process may be made as necessary, after consultation and agreement between the Department of Finance and the systemwide administrations.

State funds for services for students with disabilities shall be specifically restricted to use for that purpose. Guidelines shall be developed by each systemwide administration to ensure compliance with this restriction.

ACCOUNTABILITY/ADMINISTRATION

The Task Force believes that the following accountability mechanisms should be instituted (if not already present) in each segment:

Systemwide Coordinator - There should be one person or office within the systemwide administration responsible for the systemwide planning, development, and coordination of all programs and services for students with disabilities.

Campus Coordinator - There should be one person or office on the campus with the responsibility for planning, developing, and coordinating all campus programs and services for students with disabilities. The role of the Campus Coordinator's office should be to encourage independence and self-reliance on the part of the student, while at the same time helping the student evaluate his or her needs for support services.

Systemwide Advisory Committee - This committee should be advisory to and recognized by the chief administrative officer of each segment. The committee should have substantial representation of students, faculty, and staff who are representative of as wide a variety of disabilities as possible. The committee may also include representatives of appropriate community or State agencies, consumer groups, and any other appropriate organizations or individuals. Functions of the Systemwide Advisory Committee should include: assisting in the implementation and evaluation of programs for services to students with disabilities; developing proposals as necessary for the revision of systemwide policies for students with disabilities; and advising the systemwide administration on the needs and concerns of students with disabilities.

Campus Advisory Committee - This committee should be advisory to and recognized by the chief administrative officer of the campus. The committee should have substantial representation of students, faculty, and staff who are representative of as wide a variety of disabilities as possible. The committee may also include representatives of appropriate community or State agencies, consumer groups, and any other appropriate organizations or individuals. Functions of the Campus Advisory Committee should include: assisting in the evaluation of current campus policies and procedures relating to students with disabilities; developing plans relating to programs and services for students with disabilities; setting priorities, developing timelines, and assisting in the estimation of costs associated with supportive services.

EVALUATIONS

Campus Evaluations - Each campus shall conduct an annual evaluation of its programs and services for students with disabilities which shall include the number of students served, services provided, and the costs of those services. These evaluations shall be submitted to the systemwide administration on an annual basis.

Systemwide Evaluations - In addition to the one-time, cost-of-services report to the Department of Finance (November 1, 1979), each systemwide administration should prepare, every other year, a narrative evaluation of how well their campuses are meeting the needs

of students with disabilities, the problems encountered (whether programmatic or budgetary), and the steps to be taken to resolve the problems. These segmental evaluations are to come to the California Postsecondary Education Commission on a biennial basis, with the first such evaluation due August 1, 1980.

GRIEVANCE PROCEDURE

Each systemwide administration should ensure that the grievance procedures in operation on each of its campuses are sufficient to meet the needs and concerns of students with disabilities.

mj/n/3-9

te of California

Health and Welfare Agency

emorandum

Judy Agan

Date : April 20, 1979

File No.:

Telephone: ATSS (916)485-3971
(916)445-3971

n : Department of Rehabilitation
OFFICE OF THE DIRECTOR

ject: POLICY STATEMENT - POST SECONDARY EDUCATION - REVISED

The Department of Rehabilitation recognizes that it shares responsibility with educational systems as a provider of needed services to persons with disabilities. The concerns and goals of education and those of vocational rehabilitation are clearly compatible and every effort will be made to effectively and efficiently coordinate available services.

The Department is committed to maintaining close coordination with educational systems to assure that no eligible person with a disability becomes the casualty of what may appear to be conflicting responsibilities.

In accordance with Section 504 of the Rehabilitation Act of 1973, ACR 201 of 1976 and Chapter 275, Statutes of 1976 (AB 77), Department of Rehabilitation clients are entitled to receive supplemental services from the educational system on an equal basis with all other disabled students.

Examples of "supplemental services" that are the responsibility of the educational system are:

1. Interpreter services for the deaf and reader and note taker service for the blind related to educational programs
2. On-campus mobility assistance
3. On-campus transportation

These services are in addition to other responsibilities of the educational system to accomplish complete program and service accessibility, including redesign of equipment, reassignment of programs or activities to accessible buildings, and removal of architectural and communication barriers.

MEMBERS OF THE STATEWIDE TASK FORCE ON SERVICES TO STUDENTS WITH DISABILITIES

Betty Bacon, Coordinator
Disabled Student Services
San Diego State University

Ralph Black, President
Disabled Students Coalition

Hazel ten Broek
National Federation of the Blind,
Western Division

A.T. Brugger, Special Assistant
Student Affairs and Services
University of California

Joel Y. Bryan, Coordinator
Handicapped Students Program
University of California at Davis

Kathryn Clarke
National Federation of the Blind
of California

Janis Cox Coffey, Task Force Chairperson
California Postsecondary
Education Commission

Kim Connor
Department of Finance

Lisa Coyne, Secretary/Treasurer
Disabled Students Coalition

Sharon Gold, Student
Lancaster, California

Robert Harris, Director
Disabled Student Program
Chaffey College

Susan Hunter, Assistant Dean,
Student Affairs
California State University
and Colleges

Ann McClellan, Student
Riverside, California

John Mills
Chancellor's Office
California Community Colleges

Rosalie Passovoy, Student Affairs
and Services
University of California

Edward Pearson
Department of Rehabilitation

Brenda Premo, Student
Garden Grove, California

Alfred Roxburgh
Department of Finance

Ron Thayer, Student
Cupertino, California

We understand that the UC and CSUC systems may need time to assume their responsibilities for disabled students who are DR clients. Therefore, the Department of Rehabilitation agrees to continue to pay for supplemental services for its clients through fiscal year 1979-80. After June 30, 1980, UC and CSUC should assume all costs for supplemental services to all disabled students to parallel the services rendered by the community college system.

The Department of Rehabilitation will continue to provide its traditional services to disabled students who are its clients. Examples of such services are:

1. Medical/psychiatric evaluation of disability
2. Physical, psychiatric or speech therapy
3. Individual diagnostic testing
4. Vocational rehabilitation counseling
5. Costs of off-campus transportation
6. Maintenance (supplemental Rehabilitation expense)
7. Mobility instruction
8. Prosthetic/orthotic maintenance and repair
9. Reader service for the blind and interpreter service for the deaf other than for educational programs
10. Job placement services
11. Payment of college fees (registration, books, supplies, etc.)

We strongly recommend that each college and university have an advisory committee concerning services to disabled students. Such an advisory committee should include a majority of disabled persons and should recommend guidelines and objectives to ensure full accessibility and monitor and evaluate the delivery of services to disabled students.

Further, we strongly recommend each educational system assign a full-time staff member to assist campuses in developing their program of services to disabled students.

Edward V. Roberts

EDWARD V. ROBERTS
Director

ATTACHMENT 3
UNIVERSITY OF CALIFORNIA
EVALUATION OF SERVICES
DISABLED STUDENT SERVICES AND PROGRAMS

Adequacy of Services

	Not Timely	Somewhat Timely	Timely	Very Timely
Were the services you received provided in a timely manner? (See the Quality of Services list.)	1	2	3	4

If not, please list which ones were not.

Were Disabled Student Services staff who assisted you:

	Not Knowl.	Somewhat Knowl.	Know-ledgeable	Very knowl.
a) knowledgeable about disability related issues?	1	2	3	4

If not, please explain.

	Not Avail.	Somewhat Available	Available	Very Available
b) available to help you when you needed help?	1	2	3	4

If not, please explain.

	Not Respon.	Somewhat Responsive	Responsive	Very Responsive
c) responsive to your needs?	1	2	3	4

If not, please explain.

	Not Willing	Somewhat Willing	Willing	Very Willing
Were your instructors willing to work out classroom accommodations with you, such as testing accommodations, adjustment of teaching style, etc.?	1	2	3	4

If not, please describe the problems you encountered.

	Not Respon.	Somewhat Responsive	Responsive	Very Responsive
Is the campus responsive and timely in removing architectural barriers once they are identified?	1	2	3	4

If not, please describe the circumstances.

	Not Effect.	Somewhat Effective	Effective	Very Effective
Are other campus departments effective in assisting students with disabilities?	1	2	3	4

If not, please describe the situations.

	Needs Unmet	Needs Somewhat met	Needs Met	Needs very Well met
Do you have any academically related needs that the campus has not been able to meet?	1	2	3	4

If so, please explain.

QUALITY OF SERVICES

Please read each item and rate the availabilty and effectiveness of each service provided by circling a number to the right. **Available** means you could obtain the service when you needed it. **Effectiveness** means the service was useful to you.

Service	Did Not Use	Poor	Fair	Good	Excellent
a. Readers					
Available	0	1	2	3	4
Effectiveness	0	1	2	3	4
b. Notetakers					
Available	0	1	2	3	4
Effectiveness	0	1	2	3	4
c. Interpreters					
Available	0	1	2	3	4
Effectivness	0	1	2	3	4
d. Test-taking assistance					
Available	0	1	2	3	4
Effectiveness	0	1	2	3	4
e. Tutorial assistance					
Available	0	1	2	3	4
Effectiveness	0	1	2	3	4
f. Transcription (Brailled & taped materials, secretarial assistance)					
Available	0	1	2	3	4
Effectiveness	0	1	2	3	4

Quality of Services

	Service	Did Not Use	Poor	Fair	Good	Excellent
g.	On-campus transportation					
	Available	0	1	2	3	4
	Effectiveness	0	1	2	3	4
h.	Off-campus transportation					
	Available	0	1	2	3	4
	Effectiveness	0	1	2	3	4
i	Access to adaptive equipment and materials (computers, recording & listening devices, etc)					
	Available	0	1	2	3	4
	Effectiveness	0	1	2	3	4
j.	Equipment repair					
	Available	0	1	2	3	4
	Effectiveness	0	1	2	3	4
k.	Registration Assistance					
	Available	0	1	2	3	4
	Effectiveness	0	1	2	3	4
l.	Liaison with campus & community agencies (including information, referrals, and assis-ance with problems)					
	Available	0	1	2	3	4
	Effectiveness	0	1	2	3	4

Service	Did Not Use	Poor	Fair	Good	Excellent
m. Special parking coordination					
Available	0	1	2	3	4
Effectiveness	0	1	2	3	4
n. Disability related counseling and advising (discussing with staff disability needs and concerns)					
Available	0	1	2	3	4
Effectiveness	0	1	2	3	4
o. Diagnostic assessment					
Available	0	1	2	3	4
Effectiveness	0	1	2	3	4
p. Specialized orientation to campus and programs					
Available	0	1	2	3	4
Effectiveness	0	1	2	3	4

About Yourself

(Completing this information is optional)

Age:_____

Please check all the following information which apply to you.

Gender: _____female _____male

Disabilities:

_____Vision

_____Hearing

_____Mobility

_____Manual Dexterity

_____Specific Learning Disability

_____Speech/Other Communication Disability

_____Acquired Brain Injury

_____Other Functional Impairment

Is/was your disability:

_____Permanent

_____Temporary

Class Level:

_____Freshman

_____Sophomore

_____Junior

_____Senior

_____Graduate

Ethnicity:

_____Native American Indian

_____Black/African American

_____White/Caucasian

_____Asian/Pacific Islander

_____Chicano/Latino

_____Other

How long have you been enrolled at this campus?

_____Less than a year

_____One year

_____Two years

_____Three years

_____Four years

_____Five years

_____More than five years

January 1990

ATTACHMENT 4

University of California
Total Number of Students With Verified Disabilities Reported for
Funding Purposes for
1979-80 to 1988-89

TOTAL NUMBER OF STUDENTS REPORTED[1]

DISABILITY		UCB	UCD	UCI	UCLA	UCR	UCSD	UCSF	UCSB	UCSC	TOTAL
Vision	1979-80	29	6	17	19	7	8	0	6	12	104
	1980-81	30	9	14	19	3	4	0	14	11	104
	1981-82[2]	36	12	14	17	6	8	0	15	11	119
	1982-83[3]	23	10	15	20	5	8	1	14	10	106
	1983-84[3]	21	12	15	25	6	6	0	18	6	109
	1984-85[3]	19	10	17	23	6	6	0	15	9	105
	1985-86	29	9	19	22	6	4	0	14	14	117
	1986-87	37	3	18	17	11	5	0	13	14	118
	1987-88	44	11	22	21	16	6	1	9	10	140
	1988-89	49	14	23	21	16	4	0	10	15	152
Mobility (including orthopedic)	1979-80	164	100	34	54	59	20	4	57	72	564
	1980-81	227	105	32	72	50	65	2	79	65	697
	1981-82[2]	211	147	55	94	50	141	4	89	74	865
	1982-83[3]	77	170	94	173	43	151	2	100	138	948
	1983-84[3]	92	190	99	124	37	158	1	100	131	932
	1984-85[3]	142	278	105	116	46	241	2	125	169	1,224
	1985-86	191	286	162	261	69	325	4	179	225	1,732
	1986-87	196	403	207	313	70	269	2	153	355	1,968
	1987-88	205	347	196	282	79	311	4	167	245	1,836
	1988-89	189	435	213	293	105	343	8	144	319	2,049
Other Functional Impairment	1979-80	53	22	22	33	20	38	0	18	19	225
	1980-81	18	23	28	42	18	22	1	28	13	193
	1981-82[2]	28	21	22	32	19	19	0	15	16	172
	1982-83[3]	14	3	20	16	17	10	1	13	4	98
	1983-84[3]	14	7	42	12	19	9	0	18	0	121
	1984-85[3]	28	3	26	11	22	4	0	30	14	138
	1985-86	49	13	36	31	29	17	0	13	77	265
	1986-87	50	7	35	55	31	24	0	39	39	280

DISABILITY		UCB	UCD	UCI	UCLA	UCR	UCSD	UCSF	UCSB	UCSC	TOTAL
Other Functional Impairment (cont'd)	1987-88	41	28	44	72	25	11	0	41	42	304
	1988-89	73	37	49	144	29	21	0	38	55	446
Acquired Brain	1979-80	-	-	-	-	-	-	-	-	-	-
	1980-81	-	-	-	-	-	-	-	-	-	-
	1981-82[2]	-	-	-	-	-	-	-	-	-	-
	1982-83[3]	-	-	-	-	-	-	-	-	-	-
	1983-84[3]	-	-	-	-	-	-	-	-	-	-
	1984-85[3]	-	-	-	-	-	-	-	-	-	-
	1985-86	-	-	-	-	-	-	-	-	-	-
	1986-87	-	-	-	-	-	-	-	-	-	-
	1987-88	3	3	2	4	4	4	0	1	3	24
	1988-89	8	3	3	6	4	4	0	1	3	32
Speech	1979-80	0	1	2	0	0	3	0	1	0	7
	1980-81	0	0	1	11	0	1	0	0	0	13
	1981-82[2]	0	0	0	6	0	0	0	0	0	6
	1982-83[3]	0	1	1	0	0	0	0	0	0	2
	1983-84[3]	0	0	1	0	0	0	0	0	0	1
	1984-85[3]	0	0	1	4	0	0	0	0	1	6
	1985-86	0	2	2	0	0	0	0	0	1	5
	1986-87	1	0	2	0	0	0	0	1	2	6
	1987-88	1	2	6	0	0	0	0	0	0	9
	1988-89	1	0	4	0	0	0	0	0	1	6
Hearing	1979-80	9	1	5	6	3	4	1	5	7	41
	1980-81	16	5	9	3	4	1	0	7	7	52
	1981-82[2]	15	2	5	1	8	3	0	6	5	45
	1982-83[3]	9	8	5	4	1	5	0	4	2	38
	1983-84[3]	7	10	10	9	1	6	0	4	2	49
	1984-85[3]	13	9	12	8	1	6	0	8	7	64
	1985-86	26	26	15	6	4	9	3	7	11	107
	1986-87	28	19	12	6	3	9	1	6	8	92
	1987-88	30	22	19	11	5	11	2	6	13	119
	1988-89	34	22	15	20	6	12	2	7	15	133

DISABILITY		UCB	UCD	UCI	UCLA	UCR	UCSD	UCSF	UCSB	UCSC	TOTAL
Other Communication Disability	1979-80	0	0	1	7	0	0	0	0	0	8
	1980-81	0	0	0	0	0	0	0	0	2	2
	1981-82[2]	0	0	0	0	1	0	0	0	0	1
	1982-83[3]	0	0	0	0	0	0	0	0	0	0
	1983-84[3]	0	0	0	0	0	0	0	0	0	0
	1984-85[3]	0	0	0	0	0	0	0	0	0	0
	1985-86	0	0	0	0	0	0	0	0	0	0
	1986-87	0	0	0	0	0	0	0	0	2	2
	1987-88	0	0	0	0	0	0	0	0	0	0
	1988-89	0	0	0	0	0	0	0	0	0	0
Learning Disability[5]	1979-80	5	2	2	8	3	7	1	3	2	33
	1980-81	7	2	1	4	0	2	0	10	3	29
	1981-82[2]	14	2	4	3	0	2	0	9	3	37
	1982-83[3]	23	5	7	5	1	3	0	8	3	55
	1983-84[3]	21	6	7	3	3	5	0	13	2	60
	1984-85[3]	33	2	7	5	5	4	0	19	10	85
	1985-86	65	12	13	11	4	6	0	25	25	161
	1986-87	101	42	19	15	10	8	0	25	28	248
	1987-88	123	68	26	25	6	12	0	38	45	343
	1988-89	148	136	32	36	13	23	0	45	78	511
Total Number of Students	1979-80	260	132	83	127	92	80	6	90	112	982
	1980-81	298	144	85	151	75	95	3	138	101	1090
	1981-82[2]	304	184	100	153	84	173	4	134	109	1245
	1982-83[3]	146	197	142	218	67	177	4	139	157	1247
	1983-84[3]	155	225	174	173	66	184	1	153	141	1272
	1984-85[3]	235	302	168	167	80	261	2	197	210	1622
	1985-86	360	348	247	331	112	361	7	238	383	2387
	1986-87	413	474	293	406	125	315	3	237	448	2714
	1987-88	447	481	315	415	135	355	7	262	358	2775
	1988-89	502	647	339	520	173	407	10	245	486	3329

1. Unduplicated numbers. Includes only students whose impairments necessitate procurement of supportive services or programs to provide access to the educational process.
2. The University reported only the number of students who received services on 25 or more working days.
3. The University reported only the number of students who received services on 3 or more working days.
4. Acquired brain injuries was a new reporting category established in 1987-88.
5. Learning disabilities include dyslexia, dyscalculia, disgraphia, agnosia, and dysphasia. Students with cerebral palsy and epilepsy are reported in the category Physical Disability.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of February 1990, the Commissioners representing the general public are:

Mim Andelson, Los Angeles;
C. Thomas Dean, Long Beach;
Henry Der, San Francisco;
Seymour M. Farber, M.D., San Francisco;
Rosalind K. Goddard, Los Angeles;
Helen Z. Hansen, Long Beach;
Lowell J. Paige, El Macero; *Vice Chair;*
Cruz Reynoso, Los Angeles; *Chair;* and
Stephen P. Teale, M.D., Modesto.

Representatives of the segments are:

Meredith J. Khachigian, San Clemente; appointed by the Regents of the University of California;

Theodore J. Saenger, San Francisco; appointed by the Trustees of the California State University;

John F. Parkhurst, Folsom; appointed by the Board of Governors of the California Community Colleges;

Harry Wugalter, Thousand Oaks; appointed by the Council for Private Postsecondary Educational Institutions;

Joseph D. Carrabino, Orange; appointed by the California State Board of Education; and

James B. Jamieson, San Luis Obispo; appointed by the Governor from nominees proposed by California's independent colleges and universities.

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other State agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Kenneth B. O'Brien, who is appointed by the Commission.

The Commission publishes and distributes without charge some 30 to 40 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514-3985; telephone (916) 445-7933.

SERVICES FOR STUDENTS WITH DISABILITIES IN CALIFORNIA PUBLIC HIGHER EDUCATION, 1990

California Postsecondary Education Commission Report 90-15

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985.

Recent reports of the Commission include:

89-28 Funding for the California State University's Statewide Nursing Program: A Report to the Legislature in Response to Supplemental Language to the 1988-89 Budget Act (October 1989)

89-29 First Progress Report on the Effectiveness of Intersegmental Student Preparation Programs: One of Three Reports to the Legislature in Response to Item 6420-0011-001 of the 1988-89 Budget Act (October 1989)

89-30 Evaluation of the Junior MESA Program: A Report to the Legislature in Response to Assembly Bill 610 (Hughes) of 1985 (October 1989)

89-31 Legislation Affecting Higher Education During the First Year of the 1989-90 Session: A Staff Report of the California Postsecondary Education Commission (October 1989)

89-32 California Colleges and Universities, 1990: A Guide to Degree-Granting Institutions and to Their Degree and Certificate Programs (December 1989)

90-1 Higher Education at the Crossroads: Planning for the Twenty-First Century (January 1990)

90-2 Technical Background Papers to *Higher Education at the Crossroads: Planning for the Twenty-First Century* (January 1990)

90-3 A Capacity for Learning: Revising Space and Utilization Standards for California Public Higher Education (January 1990)

90-4 Survey of Space and Utilization Standards and Guidelines in the Fifty States: A Report of MGT Consultants, Inc., Prepared for and Published by the California Postsecondary Education Commission (January 1990)

90-5 Calculation of Base Factors for Comparison Institutions and Study Survey Instruments: Technical Appendix to *Survey of Space and Utilization Standards and Guidelines in the Fifty States*. A Second Report of MGT Consultants, Inc., Prepared for and Published by the California Postsecondary Education Commission (January 1990)

90-6 Final Report, Study of Higher Education Space and Utilization Standards/Guidelines in California: A Third Report of MGT Consultants, Inc., Prepared for and Published by the California Postsecondary Education Commission (January 1990)

90-7 Legislative Priorities of the Commission, 1990: A Report of the California Postsecondary Education Commission (January 1990)

90-8 State Budget Priorities of the Commission, 1990: A Report of the California Postsecondary Education Commission (January 1990)

90-9 Guidelines for Review of Proposed Campuses and Off-Campus Centers: A Revision of the Commission's 1982 *Guidelines and Procedures for Review of New Campuses and Off-Campus Centers* (January 1990)

90-10 Faculty Salaries in California's Public Universities, 1990-91: A Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965) (March 1990)

90-11 Status Report on Human Corps Activities, 1990: The Third in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987) (March 1990)

90-12 The Dynamics of Postsecondary Expansion in the 1990s: Report of the Executive Director, Kenneth B. O'Brien, March 5, 1990 (March 1990)

90-13 Analysis of the 1990-91 Governor's Budget: A Staff Report to the California Postsecondary Education Commission (March 1990)

90-14 Comments on the California Community Colleges' 1989 Study of Students with Learning Disabilities: A Second Report to the Legislature in Response to Supplemental Report Language to the 1988 State Budget Act (April 1990)

90-15 Services for Students with Disabilities in California Public Higher Education, 1990: The First in a Series of Biennial Reports to the Governor and Legislature in Response to Assembly Bill 746 (Chapter 829, Statutes of 1987) (April 1990)

90-16 Standardized Tests Used for Higher Education Admission and Placement in California During 1989: The First in a Series of Biennial Reports Published in Accordance with Senate Bill 1416 (Chapter 446, Statutes of 1989) (April 1990)